



DIRECTED *CORRESPONDENCE* **STUDY** •

BULLETIN No. 291

LESTER K. ADE
SUPERINTENDENT OF PUBLIC INSTRUCTION

COMMONWEALTH OF PENNSYLVANIA
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(Continued Inside Back Cover)

DIRECTED CORRESPONDENCE STUDY

IN

THE FIELD OF SECONDARY EDUCATION

LESTER K. ADE
SUPERINTENDENT OF PUBLIC INSTRUCTION



Bulletin No. 291

Commonwealth of Pennsylvania
Department of Public Instruction
Harrisburg
1938



Through the individualized treatment of directed correspondence study, scores of students are finding themselves for the first time, and withdrawals from day school, due to discouragement, are diminishing to the vanishing point.

FOREWORD

This bulletin proposes a more extensive use of the directed-study plan as a means of effectively meeting individual interests, needs, and capacities. Its chief departures from established directed-study procedures lie in the use of approved secondary school correspondence courses as study guides and in the possible employment, by a given school district, of lesson-correction service outside of its regular instructional staff.

This program seems to offer the only available means of greatly enriching the curricular offerings of smaller day and evening secondary schools without unduly increasing the per capita cost of instruction. As individualized instruction, it should tend to enhance the exploratory function of the junior high school. Its flexibility lends itself readily to the different capacities, as well as the varying needs, of students.

The success of this type of program in other states where it has been used seems to warrant a thorough trial within the Commonwealth. The plan, as outlined herein, has had the serious study and the approval of a State Committee of Twenty-Seven representative leaders in the fields of secondary and higher education.

This bulletin was prepared by A. W. Castle, Chief of Extension Education, under the direction of Paul L. Cressman, Director of the Bureau of Instruction, and edited by Eugene P. Bertin, Department Editor.

The attention of the schoolmen of the Commonwealth is directed to this plan as a means of solving the difficult administrative problems for which it is intended.

LESTER K. ADE

Superintendent of Public Instruction

September, 1938



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* Deceased.

SECONDARY EDUCATION

DIRECTED CORRESPONDENCE STUDY IN THE FIELD OF

I. INTRODUCTION

The purpose of this bulletin is to outline, as briefly as possible, a State program of directed study in which the correspondence course is substituted for the master study guide, and by which individual interests and needs can be best served, even in smaller secondary schools, without increasing unduly the per capita cost of instruction.

Aside from the learning advantages of directed study, this plan at once provides a means of economically enriching the meager curricular offerings of smaller day secondary schools; of maintaining, without excessive cost, evening-secondary school service in smaller boroughs and rural areas; of meeting the special needs of our new seventeen- and eighteen-year old students recently imposed by legislative enactment; of furnishing a wide choice of subjects for post-graduate study; and of providing adequate educational opportunities for busy or isolated persons through its home-study possibilities.

A. HOW TO USE THIS BULLETIN

This bulletin is rather lengthy and complex. Any departure from traditional procedure has many implications. In this presentation, however, an attempt has been made to anticipate the scores of questions which will naturally grow out of the proposals made. For these reasons, the following suggestions are made as to how to use the bulletin.

1. Read the Foreword.
2. Study the Table of Contents, at the beginning of the bulletin, to secure a general picture of the nine sections and their sub-sections, in relation to the bulletin as a whole.
3. Scan Appendix A, Definition of Terms, to secure a general knowledge of specific terms used as a basis for further reference while reading the bulletin.
4. Take time to read the bulletin from beginning to end carefully, referring to the Table of Contents and to Appendix A, if, and as necessary.
5. Note that Appendix B consists of a list of approved correspondence agencies with Arabic numerals in parentheses, indicating the number of approved correspondence courses in each of the many special-interest fields which such agencies are prepared to furnish.
6. If anticipating the development of directed correspondence study in day or evening secondary schools, study Sections IV, V, VI, and VII, in which will be found the answers to many questions of a practical administrative nature.
7. As a means of curbing the exploitation of youth and adults by fraudulent and unscrupulous sale of worthless correspondence courses, read Section VIII, which contains the regulations of the Federal Trade Commission for private home-study agencies, and procedures necessary in prosecuting fraudulent practices.
8. In the event of questions arising which have not been anticipated in the bulletin, please address the Division of Extension Education, Department of Public Instruction, Commonwealth of Pennsylvania, Harrisburg, for further information.

B. WHY A STATE PROGRAM OF DIRECTED CORRESPONDENCE
STUDY

One of the major problems confronting the administration of public schools is that of equalizing educational opportunities. This problem manifests itself in two distinct phases of public education service, namely, the adaptation of established curricular offerings to individual interests, needs, and capacities, and in the organization of new offerings and services in response to demands.

The former is apparent in the widespread demand in smaller secondary schools for vocational and cultural courses of study, now impossible under the assignment-recitation plan. The latter is particularly evident in the continuing establishment of smaller day secondary schools, in the development of a State system of evening high schools for older youth and adults, and in the gradual provision of home-study opportunities.

The rapidly changing social, economic, and industrial conditions of recent years have resulted in an increased demand for public education in harmony with the needs of individuals enrolled in day schools, and with the needs of out-of-school youth and adults as well. The growing conflict of increasingly varied individual needs and shrinking revenues demands serious attention to the problem of increasing not only extension-education services for adults, but also the curricular offerings of public schools, without increasing the per capita cost of instruction. Of the several departures from traditional public school procedure, directed study seems to offer the greatest promise of progress toward these ends.

C. ADAPTATION OF CURRICULAR OFFERINGS TO INDIVIDUAL
NEEDS

The assignment-recitation plan, which has characterized American secondary education since its inception, precludes the maintenance of classes in subjects for which there is insufficient demand because of the prohibitive per capita cost of small classes. Only in the larger urban centers is it economically feasible, under the assignment-recitation plan, to organize schools and departments for commercial education, industrial education, home economics education, and agricultural education.

For a like reason, music and art education are, in general, restricted directly as the total enrolment. In the hundreds of smaller secondary schools, the traditional academic course alone is available to students, and even this, at times, in a piecemeal manner only through alternation of courses and like devices.

For 1935 there were 2,583 school districts within the Commonwealth, of which 1,424, or fifty-five and one-tenth per cent, maintained no secondary school service. Of the 1,159 school districts maintaining secondary schools, 211, or twenty-two per cent, provided less than the full secondary school program. Of the school districts maintaining secondary schools, 729, or sixty-three per cent, offered nothing in commercial education. One thousand and nine (1,009), or eighty-seven per cent, provided nothing in industrial education. Nine hundred and eighty-seven (987), or eighty-five per cent, maintained no courses in home economics education. One thousand and forty-four (1,044), or ninety per cent, had no agricultural education.

D. THE PROBLEM OF THE SMALLER SECONDARY SCHOOL

Under the limitations of the assignment-recitation plan, the paucity of curricular offerings in smaller secondary schools is to be expected. The current financial stringency of school districts generally forces a drastic restraint on the per capita

DIRECTED CORRESPONDENCE STUDY IN SECONDARY EDUCATION FIELD

cost of instruction. Under the assignment-recitation plan, enrichment of curricular offerings can be attained only by a greater number of smaller classes and a concurrent rise in such per capita cost.

The extent of this problem is indicated by Tables I and II following.

TABLE I

<i>Distribution of Secondary Schools by Enrolment, 1935*</i>	
<i>Enrolment</i>	<i>Total</i>
1-10	3
11-25	43
26-30	16
31-40	31
41-50	40
51-75	99
76-100	99
101-125	75
126-150	71
151-175	57
176-200	50
201-250	59
251-300	52
301 and over	539
Total	1,234

TABLE II

<i>Distribution of Secondary Schools by Number of Full-Time Teachers Employed, 1935*</i>	
<i>Full-Time Secondary School Teachers</i>	<i>Number of Secondary Schools</i>
1	39
2	76
3	91
4	104
5	119
6	72
7	44
8	45
9	50
10	43
Over 10	551
Total	1,234

On the basis of a minimum of ten teachers for a reasonably diversified secondary school curriculum, it is evident that only 551, or forty-four and seven-tenths

* Statistical Research Studies, No. 13, Department of Public Instruction.

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per cent, of the present 1,234 secondary schools have more than ten teachers; while 683 secondary schools, or fifty-five and three-tenths per cent, have ten teachers or less.

On the basis of a minimum enrolment of 300 secondary school pupils for a fair adaptation of available courses of study to varying pupil needs, Pennsylvania has 695 secondary schools, in a total of 1,234, or fifty-six and three-tenths per cent, which fall below this standard.

The extreme handicaps imposed on smaller secondary schools by the assignment-recitation plan, however, are most evident in the facts that 133 secondary schools reported an enrolment of less than fifty-one pupils, of which forty-three reported a total enrolment of eleven to twenty-five pupils, and three reported a total enrolment of one to ten pupils. Likewise, it is worthy of note that 429 secondary schools, or thirty-four and eight-tenths per cent, have five teachers or less, seventy-six have but two teachers, and thirty-nine have only one.

Obviously, in approximately half of the secondary schools, some adjustment of organization and procedures must be made before such school offerings can be made to serve individual interests.

E. THE PROBLEM OF EXTENSION SECONDARY EDUCATION

In a like manner, the limitations of the assignment-recitation plan prohibit the organization of evening-secondary-school work in all but the large urban centers. As in the administration of the smaller secondary school, the organization of evening-high-school classes is possible only as the enrolment in a given subject is sufficient to warrant the employment of a full-time instructor without excessive per capita cost of instruction.

Largely because of this consideration, only twenty-four, or three per cent, of the school districts offering twelfth-grade work maintained evening secondary schools for out-of-school youth and adults.

Likewise, from the viewpoint of equalizing educational opportunity, no public education service whatever through home-study opportunities has been provided for those unable to attend either day or evening secondary schools.

The Carnegie Study of Correspondence Instruction shows that in the United States there were 2,000,000 individuals, or four times as many as were enrolled in all colleges, universities, and professional schools, who were employing correspondence instruction as a means of self-improvement, paying an annual tuition of \$70,000,000, or one and one-half times as much as the combined tuition fees of all colleges and universities. Correcting these figures for Pennsylvania, one may be reasonably certain that there are approximately 200,000 adults within the Commonwealth enrolled for correspondence instruction, paying to private correspondence schools an annual tuition of about \$7,000,000.

There are annually nearly 1,000 candidates who take the State Pre-Professional Examinations for secondary school credit. These candidates annually submit approximately 8,500 manuscripts, roughly fifty per cent of which are marked "Failed," owing largely to the fact that the public school program has provided no place for secondary school correspondence courses, nor even study outlines.

A comprehensive system of secondary school correspondence instruction would provide an effective home-study program. Such courses, adapted to evening-secondary-school classwork, would facilitate the organization of such work in all urban centers.

DIRECTED CORRESPONDENCE STUDY IN SECONDARY EDUCATION FIELD

F. THE PLACE OF DIRECTED AND SUPERVISED CORRESPONDENCE STUDY IN MEETING THESE NEEDS

Along whatever lines required adjustments for the use of directed correspondence study may fall, a broader application of curricular offerings to individual needs, a more effective equalization of educational opportunities, and the state-wide introduction of methods providing a more efficient learning situation, can, under appropriate controls, be effected.

This State program of directed correspondence study is not submitted as a next best alternative for smaller secondary schools which are unable to offer, under the assignment-recitation plan, the range of subjects required by the individual needs of students enrolled. Rather it is initiated as constituting, on the whole, a better learning situation for all secondary schools and classes, as a more efficient means of enriching the curricula of smaller secondary schools without increasing the per capita cost of instruction, as a program which will prompt the organization of evening-secondary-school work for out-of-school youth and adults even in our smaller boroughs and rural areas, and as the basis of a State system of home-study opportunities.

It is anticipated that the development of the program will effect, for the first time in some school districts, marked changes in the public use of public school facilities, particularly in providing some educational service for out-of-school youth and adults by means of late afternoon, evening, and Saturday classes.

In the interest of a fair and equitable distribution of public educational opportunities, the flexibility of directed and supervised correspondence study should result in late afternoon, evening, and Saturday classes for our secondary school graduates, for out-of-school youth, and for adults generally, even in rural areas, with study groups, under qualified instructors and supervisors, meeting in school buildings, churches, town halls, Grange halls, private homes, or elsewhere.

II. THE STATE PROGRAM OF DIRECTED CORRESPONDENCE STUDY*

The State program of directed correspondence study represents an effort to effect a definite program along three distinct lines :

1. The adaptation of curricular offerings to individual interests, needs, and capacities.
2. The equalization of educational opportunities for out-of-school youth and adults.
3. The extension of the directed-study plan as an effective learning procedure, by the use of correspondence courses.

This program is essentially an adaptation of the accepted principles of the directed-study plan, in which school districts, regardless of the size of their secondary schools, may employ correspondence courses as master study guides, at the same time securing complete and explicit directions for instructors and students, well-rounded courses in lieu of study outlines, prepared tests based on careful analysis of subject matter, and, as needed, experienced service in the reading and correcting of manuscripts and the coaching of students, regardless of the restricted personnel of the local secondary school faculty.

The salient features of this program, growing out of the past experience of public school officials and teachers in this type of instruction, and conforming to legislative provisions and State Council of Education regulations, are listed in the following brief.

A. THE SCOPE OF THE PROGRAM

The following aspects of the State program of directed study are generally indicative of its scope.

1. Both curricular and extra-curricular courses of study

The program of directed correspondence study can be made to embrace any or all subjects of the curriculum, and in addition many extra-curricular courses of study suited to the student's interests and needs.

2. Regular and extension schools and classes

The flexibility of directed correspondence study lends itself readily, not only to the enrichment of the curricular offerings of regular day junior and senior secondary schools, but in addition, furnishes an effective and economical means of providing an almost unlimited choice of courses of study for extension schools and classes and for home-study.

3. Integration of shop work, laboratory practice, and field excursions

All credit courses of study regularly requiring laboratory work, shop practice, or field excursions should be organized to provide, through separate periods or concurrently, such required work, practice, or field trips.

4. Correlation of practice exercises

All courses normally requiring a large amount of expression, such as beginning languages, oral expression in English, stenography, and creative vocal and instrumental music can be included in the program, provided proper care is taken to supplement the directed study by adequate exercise of the required expression.

* For definition of terms see Appendix A.

DIRECTED CORRESPONDENCE STUDY IN SECONDARY EDUCATION FIELD

5. Credit and non-credit courses

The program embraces credit courses exclusively for students regularly enrolled in day junior and senior secondary schools, for the seventeen-eighteen-year-old group not graduated, and both credit and non-credit courses for out-of-school youth and adults enrolled in extension classes for either directed or supervised correspondence study.

6. Enrichment of curricular offerings

It is anticipated that in adapting school subjects to individual needs, traditional secondary school courses will, in many instances, be supplanted by special unit courses in vocational and avocational fields of greater life interest and application, such as astronomy, meteorology, and geology in science; duplicating devices, advertising, and consumers' service in the field of commerce; the Diesel engine, turbines, and transportation in power and industry; air conditioning, insulation, fireproofing, and waterproofing in the building trades; transit surveying, concrete construction, and road surfacing in civil engineering; generation, storage, wiring, and heating in electrical engineering; fertilization, green house crops, pruning and spraying, dairy products, and farm mechanics in agriculture; ventilation, explosives, timbering, and drainage in mining; and refrigeration and food storage, radio and communication, and aeronautics and transportation.

7. The provision of adjustment counseling

In providing adequate adjustment counseling for students enrolled in directed and supervised correspondence courses, the teacher-load of instructors and supervisors should include adequate time for personal conferences with all enrolled students generally, and particularly for laggards, misfits, and failures, and for the use of aptitude and prognostic tests.

It is intended that this service will embrace, as largely as possible, not only educational counseling and vocational guidance but personality adjustment, social coordination, and an analysis of home and community background handicaps and influences as potentially basic causes of maladjustment and incompetence. It is further intended that the instructor or supervisor will supplement the school counseling with placement service, and a follow-up on any and all in-service difficulties confronting the student so prepared and placed, whether such placement be of a vocational or an advanced educational nature.

B. APPROVAL OF DIRECTED CORRESPONDENCE STUDY

In order to safeguard the educational interests of students and the professional responsibilities of school executives, it is essential that proper protective controls be established as a basis for the development of any program which represents a departure from established procedures. The major factors upon which approval of directed correspondence study is contingent are as follows:

1. Approval of correspondence study agencies

In the organization and administration of directed and supervised correspondence study by boards of school directors, the Department of Public Instruction will provide annually a list of approved agencies which agree to abide by the minimum standards stipulated for approval of correspondence schools as indicated in Sub-Section B, of Section VII, of this bulletin. For correspondence study agencies approved for the school year 1938-1939, see Appendix B.

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2. Approval of courses of study

In the gradual development of the State program of directed correspondence study, correspondence courses employed by local boards of school directors for a period of one or more years prior to September 1, 1938, are approved for continued use, except as such courses of study are issued by agencies not approved by the Department of Public Instruction, in which case they are to be reported for further consideration.

3. Provision of free correspondence study materials

In the maintenance of directed or supervised correspondence study by a local school district, the board of school directors of that district will, in accordance with legislative provisions, purchase and provide, free of cost to enrolled students, all texts, tests, and materials incident thereto.

4. Provision of free correspondence-instruction service

In the maintenance of directed or supervised correspondence study, boards of school directors will provide appropriate correspondence-instruction service as free public instruction and without cost to enrolled students.

5. Approval of directed correspondence study for accreditation

Approval of the award of credit for any given correspondence course successfully completed by directed study, will be contingent upon the examination and approval of such study by a teacher regularly certificated to teach such course, and upon the maintenance of the standards governing accreditation of secondary school work.

6. Approval of directed correspondence study for reimbursement

Directors and supervisors of correspondence study are eligible for reimbursement equivalent to that provided by law for the employment of teachers and the maintenance of classes under the assignment-recitation plan, contingent upon the maintenance of the standards governing reimbursement of school districts for the maintenance of day and evening secondary schools.

C. ASSIGNMENT AND FUNCTIONS OF CLASSROOM INSTRUCTORS AND SUPERVISORS, AND OF CORRESPONDENCE INSTRUCTORS

In considering the assignment and functions of instructors and supervisors, it is necessary to differentiate between the general supervision of a number of schools in which directed or supervised correspondence study is maintained, and the immediate direction or supervision of correspondence study groups within a school, by an instructor. (See Appendix A, Definition of Terms.) Correspondence study may be either *directed* by an instructor in regular meetings of a study group during the week, or it may be only *supervised* by an instructor meeting from time to time with individuals or study groups. The supervisor of a city or county system of directed and supervised correspondence study assumes the usual responsibilities of the special-subject or special-field supervisor.

1. Assignment of supervisors

The assignment of persons to supervise a city or county system of directed or supervised correspondence study is restricted to those who possess State certification to teach the subjects they are to supervise.

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2. Assignment of classroom instructors

The assignment of classroom instructors to direct or supervise correspondence study is restricted to those who possess some type of State certification or have at some time successfully completed a course or courses of study in the immediate field of the course or courses, the study of which they are to direct or supervise.

3. The function of classroom instructors

The function of classroom instructors in directing study during the class period is merely one of presiding over the group, checking attendance, maintaining order, and helping students in the solution and understanding of problems arising in their respective courses of study which they are unable to solve without assistance.

4. The selection of correspondence instructors

Correspondence instruction service in any given course of study may be rendered only by persons well qualified to teach such course of study, as evidenced by the possession of proper State certification or experience in correspondence instruction service as an employe of an agency.

5. The function of correspondence instructors

The function of the correspondence instructor is to check carefully the manuscripts prepared by students in connection with successive lessons and to make necessary corrections, comments, and suggestions which will enable the student to understand the cause of and to correct his mistakes.

6. Assignment of classroom and correspondence instructors in service centers

In organizing directed or supervised correspondence study in service centers, superintendents of schools may assign the responsibility for correcting manuscripts to instructors assigned to direct or supervise correspondence study, provided they are certificated to teach the subjects in which they are directing such study, or they may assign any other certificated teacher of the instructional staff to render such correction service.

7. Assignment of classroom and correspondence instructors in non-service centers

In organizing directed or supervised correspondence study in non-service centers, superintendents of schools may employ, as correspondence instructors, the service of any agency or of any properly qualified teacher in another school district, such correspondence instructors for any given course of study being restricted to those persons having had experience in teaching, or in giving correspondence instruction service for that course of study.

8. The function of awarding credit

In awarding credit for the successful completion of any given correspondence course, the assignment of this responsibility is restricted to persons possessing State certification to teach that course, and entails an evaluation by such persons of manuscripts and grades, together with the records of any other tests and examinations which may be imposed by local school officials in determining the achievement of students enrolled

in either directed correspondence study courses or supervised correspondence study courses. The function of awarding credit may be assigned to regularly certificated instructors for such courses as they are assigned to direct, to other properly certificated members of the faculty, or to properly certificated teachers in other secondary schools of the Commonwealth, or elsewhere.

D. GENERAL PROCEDURES

In the organization and maintenance of a program of directed correspondence study, certain special arrangements will be found necessary, as follows:

1. The provision of certificated or qualified instructors.
2. The provision of approved correspondence instruction service.
3. The assignment of the responsibility of awarding credit to certificated instructors within the faculty of the school or elsewhere.
4. Contracts for the purchase of correspondence study materials and of correspondence instruction service as desired.
5. Stipulations as to promptness of corrections and mailing service in connection with all outside correspondence instruction service employed.
6. The purchase of adequate lock files for storing corrected manuscripts and records.
7. The purchase, in advance, of adequate supplies of texts and lessons to avoid breaks in the work of students between mailing manuscripts and receiving the next lesson.
8. Checking on student-time allotments for lessons and courses, and the work production of students.
9. Authorization to begin courses of study at any time in accordance with the student's best interests, and to drop unsuitable courses and begin others in exploring the student's interests and aptitudes.
10. Provision of adequate general and special reference materials for classroom reference.
11. The careful adjustment of required shop work and laboratory practice, and proper supervision with the directed study schedule.

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III. MAJOR ADVANTAGES OF THE DIRECTED CORRESPONDENCE STUDY PLAN

The initiation of this program of directed correspondence study represents a clear-cut departure from the traditional assignment recitation plan. In such a proposal, only the interests of the individual student, and the greatest good to the greatest number can be accepted as bases of evaluation. The plan is recommended only after careful consideration of all factors involved.

Likewise, it is admitted that in certain courses employing a large measure of oral expression, as in pronunciation and inflection in beginning languages, oral expression in English, dictation in stenography, and creative music, adjustments of study-group schedules will be necessary, just as in the proper articulation of required shop work and laboratory practice with directed study periods.

The secondary school courses, however, which are readily amenable to directed correspondence study exceed by many fold those not easily adjustable, and the learning and educational advantages accruing to the plan far out-number the disadvantages. The major advantages of the directed correspondence study plan may be listed somewhat as follows:

A. IN ADAPTING CURRICULAR OFFERINGS TO THE INTERESTS, NEEDS, AND CAPACITIES OF STUDENTS

Directed Correspondence Study:

1. Provides a complete program of curricular courses of study immediately available to all students at any time as desired.
2. Makes readily available a varied program of extra-curricular courses of study in meeting the varied interests and needs of students.
3. Can be made to include nearly all vocational, avocational, and cultural courses of study.
4. Provides, through unrestricted individual progress, for maximum effort of superior students who otherwise would be subject to adjustment to the median achievement rate of a class group, which is not conducive to habits of industrious application.
5. Makes possible a thorough mastery of subject-matter for inferior students through a control of individual progress restrained to the normal achievement rate of each.
6. Meets perfectly the needs of late entrants, and avoids the necessity of complete disruption of the study program due to irregular attendance or withdrawal.
7. Enhances the exploratory function of junior high school grades by making possible an almost unlimited beginning, and prompt changing of courses in ascertaining a pupil's interests and aptitudes.
8. Eliminates the demoralizing effect upon diffident or backward students of constant unfavorable comparisons.
9. Makes possible the preservation of self-respect and the development of self-confidence, even in habitual failures, through the application of the personal equation in personal award of credit and recognition for relative and progressive achievement.

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10. Simplifies remedial treatment of problem students through automatic elimination of class audience and by personalized treatment by instructor.
11. Provides a ready means of balancing the educational status of a student through readily available makeup courses in any general prerequisite in which field he may happen to be weak.
12. Makes possible a greater intensive and extensive specialized development of individual interests and abilities.

B. IN EQUALIZING EDUCATIONAL OPPORTUNITY

Directed Correspondence Study :

1. Provides effective means of establishing part-time vocational courses for employed youth and adults.
2. Makes possible the organization of post-graduate courses for secondary school graduates as a part of the day-school program.
3. Increases the curricular offerings of evening secondary schools for out-of-school youth and adults in either secondary or higher education level.
4. Makes possible the organization of evening-secondary-school classes in smaller boroughs and rural areas irrespective of size of enrolment.
5. Provides educational opportunities for isolated individuals through supervised correspondence study and through itinerant teaching.
6. Provides program of systematic education for physically incapacitated persons, and other shut-ins.
7. Establishes a State system of home study for persons for whom well-organized study plans and direction would otherwise be impossible.
8. Contributes many possibilities to the program of rehabilitation.
9. Establishes the basis of an effective program of prison education through schools and classes and through directed cell study.
10. Offers the means of establishing an effective State-wide program of parent education.
11. Provides well-organized and comprehensive study outlines for candidates for credit in State secondary school examinations.

C. IN IMPROVING THE LEARNING SITUATION

Directed Correspondence Study :

1. Substitutes directed learning for lesson assignment and recitation quiz.
2. Facilitates educational counseling and vocational guidance by providing continuing and permanent records of the student's responses evincing his handicaps, difficulties and aptitudes.
3. Provides well-organized and comprehensive courses for teachers of less experience.
4. Includes standard tests eliminating necessity of unduly increasing teaching load and the injustices of hurriedly prepared or otherwise unfair examination.
5. Prepares students in finding, organizing, and interpreting the information they desire.
6. Develops the self-reliance and initiative of students.

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7. Motivates study by retaining and reserving to the student the thrills of self-initiated exploration and discovery in his study.
8. Avoids development of a dislike for school and study growing out of the annoyances of restraint, embarrassment, and humiliation of publicly paraded mistakes and shortcomings in class recitation.
9. Avoids disruption of study by temporary substitute teachers or a change of instructors.
10. Largely eliminates the repressive effects of teacher domination and stimulates a full, free, self-expression on the part of students.
11. Thwarts the development of undue dependence upon the teacher, increases ability of the student to study at home and alone while attending school, and prepares him for continuing effective study after leaving school.
12. Tends to increase critical analysis and refinement of definitely outlined content of courses of study and facilitates curriculum revision.
13. Improves pupil-teacher relationship by removing regimentation and teacher domination, and by establishing a more intimate relationship through inevitable personal conferences and the required counseling.

D. PRECAUTIONS TO BE OBSERVED

This program should not be regarded as a panacea for all learning and administrative ills. It is recognized that in directed correspondence study certain disadvantages will arise. Among the more important of these are the following:

1. Courses requiring expression, such as oral English, beginning foreign languages, dictation in stenography, and creative music do not lend themselves readily to this procedure.
2. Care must be taken in properly adjusting required laboratory work and shop practice to the individual progress of the members of a study group.
3. There will be a tendency to neglect the provision of adequate library facilities, mechanical equipment for special courses, and record forms, as well as the adequate release of the classroom instructor's time to care for this equipment, and to perform the necessary clerical work involved.
4. The administration of this plan requires a skillfully arranged timetable that will avoid wasting the student's time between mailing manuscripts and receiving corrections.
5. It is not reasonable to expect this program to be successful unless supervisors and directors of study are given adequate time for individual and group conferences.
6. The guidance function is of prime importance and cannot be omitted or relegated to an unimportant place.
7. In a majority of cases, a careful checking and charting of individual progress will be necessary in order to insure for each student a proper daily progress by directed study.
8. A real difficulty exists in applying this method of instruction to students who are incompetent and for many of whom English composition is difficult.
9. The values of group discussion under this plan of individualized instruction will be lost, except through careful planning and special arrangement.

10. Cooperative effort will likewise be largely divorced from subject-matter problems, and projects and restricted in the main to student-government, and other study-group and school activities.
11. Even the doubtful value of competitive effort, so stimulating to the winner, and equally repressive to the loser, can be exercised only in the relative total long-period achievement of students.
12. Great care must be taken to provide adequate socializing experiences for students enrolled in directed study courses by means of other school activities.
13. While, if properly administered, pupil-teacher relationships will be improved through the many necessary personal contacts of teachers with pupils, care must be taken in scheduling the time of the teacher to provide for adequate counseling conferences.
14. Care must likewise be exercised to avoid over-loading teaching schedules.
15. Precaution should be taken not to check the professional growth of the schools, teachers, and administrators by too much dependence upon published material.

CONCLUSION

While disadvantages, such as the foregoing, will obviously arise in the establishment and administration of directed correspondence study, they will, for the greater part, be avoided by careful planning, or lend themselves readily to correction under the direction of a conscientious instructor. In any event, the advantages of the directed correspondence study plan seem greatly to outweigh the disadvantages, and to warrant serious consideration by every school executive.

Of these advantages, the inevitable improvement of pupil-teacher relationships is of great importance. If properly administered, the directed correspondence study plan will tend, at all times, to enhance these relationships through the many necessary personal contacts of instructors with students, not only in the direction of their study, but in the required counseling conferences as well. From these intimate contacts will inevitably come the desired influences of good teachers, in their various forms of command of good English, good taste in dress, modulation of voice, courtesy of speech, excellence of manners, cultural appreciations, spiritual aspirations, moral convictions, tolerance and open-mindedness, and attitudes and ideals.

Finally, it should be repeated, that irrespective of such administrative difficulties, the directed correspondence study plan automatically establishes greatly needed emphasis upon adjustment counseling as the chief characteristic and major objective of the plan. In the public education of American youth passing through formative years, and of adult misfits and failures, the value of sympathetic interest in and understanding of their social problems and personality maladjustments, far transcends the worth of acquired skills and mastered subject matter.

Of the nature or adjustment counseling little need be said, for the term itself indicates its broad and varied scope. Vocational guidance?—yes, as a means of insuring economic self-sufficiency and self-respect. Educational counseling?—necessarily so, if the learner is to have the advantage of our experience with prerequisites and related fields of knowledge. Placement and follow-up?—essentially so, whether of a vocational or advanced educational nature, if effective personal adjustments for social competency are to be made. Of these, practically all students will have need.

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But adjustment counseling embraces much beyond these generally recognized functions, running the entire gamut of socio-economic problems and personal shortcomings. Is it concerned with a youth so beset by diffidence that his life has become an endless round of uncertainty and hesitancy? Should it attempt to rebuild self-confidence and ambition in the place of a growing sense of inferiority? Should it lend a hand to the youth reared in the quiet seclusion of rural areas and suddenly catapulted headlong into the bewildering maze of a large city secondary school? Should it find time to assist the discouraged adult who for some reason unknown to him is always last to be hired and first to be fired? Should it treat impudence and obstinacy in the form of defense mechanisms as different from domineering and bullying born of conceit? Should it recognize with enduring patience the physiological and emotional unbalance of adolescence? Should it seek in the home background for causes of indifference, discouragement, distraction, and failure? Has it a responsibility in cases of physical deformity and apparent ill health? Should it bring to bear upon the problems of the troubled home-life of the unfortunate under-privileged, its knowledge of free clinics, free legal aid, free employment service, and relief from distress? Has it a responsibility to the under-privileged to enlighten them on matters of social customs and the foundations of good breeding? Should it be interested in the strained relationships existing between a father and son or between a mother and daughter?

Yes. All of these and many more, as occasion arises, embracing all needed adjustments from a child with a crooked back, through youth hungry for wholesome social contacts, to a father without a job, but only as occasion arises. Probably no mistake can be made in public education greater than neglecting adequate counseling, except perhaps, to assume that all individuals are seriously handicapped by destructive personality maladjustments. Beyond the general functions of vocational guidance, educational counseling, and placement and follow-up, to which all are entitled, the need for further adjustment counseling will prove to be the exception rather than the rule. But from the viewpoint of the most vital educational service to the most needy group, mental, emotional, social, and economic adjustment becomes one of the prime essentials in a program of public education.

So too, it should be added, in the case of a probable neurotic, of insurmountable inhibitions, and of disastrous psychic fears, the average teacher cannot be expected, nor should he be permitted to attempt to diagnose and prescribe treatment. It is his responsibility as a teacher, however, to see that such extreme cases are placed in the hands of a reputable mental hygienist or psychiatrist.

If public education represents a planned effort on the part of society to transmit to posterity the experience of the race, why should public school authorities permit an ever-increasing emphasis upon our experience in the fields of manual skills and reflective thinking to the utter exclusion of our experience in worthy social relationships and successful living? If the objective of public education is social competency, should not adjustment counseling in its broadest sense constitute the basic service of the public school?

Aside from the many learning and administrative advantages of the directed correspondence study plan, its provision for and insistence upon a clear-cut recognition of the guidance function of public education alone will justify its adoption.

IV. INITIATING AND DEVELOPING A LOCAL PROGRAM OF DIRECTED CORRESPONDENCE STUDY

The initiation of a program of directed correspondence study should be characterized by a broad and elastic adaptation of public school offerings and procedures to the needs of individuals. With due regard for existing standards, representing the best collective judgment which has grown out of past educational experience, public school officials should, however, recognize fully their responsibility to that great majority of American youth who, as graduates from secondary school, will never attend college, or who contribute to the numbers in our larger army of withdrawals from public schools.

In organizing, for the first time, a program of directed correspondence study, local school officials will do well to create, as a beginning, only a limited number of the more obviously necessary courses in order to acquaint themselves and their teachers with the special techniques and procedures necessary in this type of work. Those responsible will do well to begin this work in a less pretentious manner and to proceed slowly.

The success of the plan will depend largely upon the care with which it is organized. The selection of the first courses to be offered by correspondence; the purchase of materials; the assignment of instructors; the registration of students; the arrangement of study-group schedules; the provision of adequate library, laboratory, and shop facilities; the establishment of appropriate storage and record files; the creation of proper checking on the daily work and achievement of students; and like details should have attention prior to the beginning of directed correspondence study courses.

Both time and experience are necessary in properly instituting and integrating directed correspondence study with traditional school routine. A gradual development should be preferred without undue advertising until the program is well established and operating successfully, if the best interests of the students and of the program are to be served.

The potentialities of the State program of directed correspondence study, however, are indeed great in terms of credit and non-credit courses which can be made available; of the different groups that can be served by such a program; and of the flexibility of possible organization and administration. The program can be made to provide both day and extension school courses of study in both intra-mural and extra-mural instructional service, in both credit and non-credit courses. The possible creation of either service or non-service centers, and of developing either directed or supervised correspondence study provides further elasticity to the program. In these several alternatives, the way is open for the establishment of an effective and indiscriminative program of public education of benefit alike to all day-school students, to out-of-school youth, and to adults generally, irrespective of their educational needs, hours of employment, or geographical location.

A. GENERAL PRINCIPLES OF ORGANIZATION

In the organization of a local program of directed correspondence study, certain general principles seem obvious:

1. Scope and purpose

The general administrative policy with regard to scope and purpose of the program should be determined in advance, setting up the plan

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definitely for all students and courses, or restricting it to pre-vocational education for unadjusted students.

2. Board approval

Specific formal approval of the program by the board of school directors should be secured by the local school head.

3. Direction of the program

Responsibility for the administration of the program should be vested in one well-qualified individual, whether a general supervisor in larger urban school districts or the instructor himself in smaller secondary schools.

4. Joint responsibility of teachers

All members of the teaching and supervisory staff should be made conversant with the purpose and possibilities of the directed correspondence study program in order to participate in case studies and recommendations, if the greatest good to the greatest number is to be effected.

5. Determining pupil needs

Techniques for determining and evaluating pupil needs should be determined, as largely as possible, in advance and refined with the growth of the program.

6. Accreditation

The organization of the work should be planned in strict conformance to approved minimum standards in order that no question may arise later as to approval of credit so earned by students enrolled in such courses.

7. Correspondence instruction service policy

Preliminary planning should include serious consideration as to whether a given school will be organized as a service center or as a non-service center, and if the latter, arrangements for correspondence instruction service should be completed with certificated teachers of other districts or with agencies prior to the opening of the work.

8. Purchase of correspondence course materials

Contracts for courses of study should be executed and texts and tests placed in stock prior to the opening of courses to insure the prompt assignment of work to students registered in such courses.

9. Adjustment of study-group schedules

In employing directed correspondence study to meet individual interests, needs, and capacities, the traditional school day should give way to late afternoon or evening classes whenever a proper adjustment of required laboratory or shop practice makes such arrangements necessary.

10. Student follow-up

Following the enrichment of curricular offerings to meet the needs of enrolled students, steps should be taken to reclaim, as largely as possible, withdrawals from secondary school during recent years, and a follow-up recording system should be established for future withdrawals and graduates which will make available information as to their location and occupation.

11. School extension in equalizing educational opportunity

Correspondingly, the local program of free public education should be expanded to include day-school classes, late afternoon classes, and evening classes in directed correspondence study in order to provide educational

opportunities for older youth and adults generally, by both under-graduate and post-graduate courses of study.

12. Guidance

The adjustment problems of students should be of prime importance to the instructor assigned to direct correspondence study and should be supported by the collective judgment of the principal, student advisers, class deans, teachers, and parents, bringing to bear, in the guidance of pupils, all available knowledge of their interests, aptitudes, weaknesses, and background problems and handicaps. It is assumed that the instructor assigned to direct correspondence study will acquaint himself with the problems of each student during conference periods arranged for counseling purposes, and that he will, by home visitation, further equip himself to understand the physical, educational, and emotional handicaps of his students in order to provide an adequate background for sympathetic advice and planning. In schools employing guidance counselors, such specialists should play an important part in the selection and use of aptitude and prognostic tests, in the selection of courses of study, and in the correction of social and educational maladjustments. In smaller schools, in which specially-prepared counselors are not available, the instructor should not hesitate to seek the advice of practical executives, skilled mechanics, or other experienced specialists from outside of the school proper in his efforts to assist a student in discovering his mechanical or educational aptitudes, or in solving his more subtle personality and social problems.

B. SPECIAL GROUPS WHICH MAY BE SERVED BY DIRECTED AND SUPERVISED CORRESPONDENCE STUDY

Of the many individualized adaptations to which directed and supervised correspondence study lends itself, its extreme flexibility is obvious in providing needed service for certain special groups of students as follows:

1. Gifted students

The adaptability of directed correspondence study to the capacities of students is of equal advantage in serving the best interests of the gifted student, both by stepping up the pace required from him and by increasing his load in number of courses. Habits of industry and increased ability can be attained in students only by extending the effort required of them beyond the point of easy performance.

2. Slow students

The wide range of vocational subjects available in correspondence course form, provides a means of salvaging the slow pupil from the ranks of failure by substituting manipulative skills, often easy for him, for the memorization and subjective reasoning in which he has largely failed. Also, the too rapid pace of the class group is eliminated and the required progress can be adjusted to his personal tempo, tending to remove the humiliations and inhibitions growing out of his relatively inferior classwork.

3. Unadjusted students

In attempting to break down the indifference and loitering of the laggard pupil, the varied offerings made possible through directed correspondence study provide nearly unlimited possibilities of arousing the interest and stimulating the effort of such a student through a planned exploration of his personal interests and aptitudes.

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4. Retarded students

Through directed correspondence study, students who are over-age for their grade, regardless of cause, can be readily relieved of the embarrassment often growing out of association with much younger students, and if sufficiently capable, can be given a heavier load, enabling them to regain in part their proper age-grade status.

5. Median students

The varied choice of courses available in correspondence form makes possible, within the limits of curricular prerequisites and graduation requirements, an almost unrestricted selection of courses in harmony with the student's interests and needs.

6. Withdrawals

The enrichment of the school program will include many courses of study of special appeal to unemployed and employed withdrawals. The individualized instruction aspects of the program will remove some of the annoyances and humiliations which, in many instances, cause such drop-outs. The program offers many inducements to withdrawals to return to day or extension school study to complete the courses which they at one time began but abandoned.

7. Secondary school graduates

Seventy-five per cent. (75%) of our secondary school graduates do not go on to further systematic schooling. Many of these desire to enter college but are financially unable to do so, nor are they able to secure employment. Directed correspondence study, either in day or evening school groups, provides an efficient and economical means of maintaining post-graduate courses for such persons.

8. Older youth

Through extension classes, the educational needs of older youth can be met successfully by directed or supervised correspondence study. For this group, many of whom never completed their secondary school course, the dignity and privacy accruing to the individualized instruction removed from immediate association with younger pupils of secondary school age, enhances the attractiveness of the plan, in addition to the wide choice of special courses which it provides.

9. Shut-ins

For invalids, cripples, and those suffering from continued illness, as well as for prisoners in county jails and State penitentiaries, directed and supervised correspondence study furnishes a ready means of continued systematic study.

10. Residents in sparsely populated areas

In more remote districts in which the number desiring study opportunities does not warrant the organization of either directed or supervised correspondence study, the program provides a wide choice of well-organized and comprehensive courses for home study.

11. Adults generally

A continuing education for continuing readjustment can be made available to adults generally by means of directed and supervised correspondence courses regardless of whether the need is of a vocational, avocational, or cultural nature.

C. TYPES OF ORGANIZATION TO WHICH CORRESPONDENCE
STUDY LENDS ITSELF

The elasticity of the directed correspondence study plan enables the school executive to employ it in every type of public education service established to meet the needs of various groups, as indicated in the following:

1. Day-school classes

For all pupils, including gifted students, retarded students, laggards, slow students, withdrawals, and unemployed graduates.

2. Extension intra-mural classes

For certain groups of older youth and adults who prefer separate treatment or require late afternoon or evening classes.

3. Extension extra-mural classes in directed correspondence study

In school buildings, libraries, halls, shops, and elsewhere, either during the day or in the evening as desired to meet the convenience of older youth and adults.

4. Extension extra-mural classes in supervised correspondence study

In school buildings or elsewhere to meet the convenience and needs of more scattered and more remote groups of older youth and adults.

5. Home study

For individuals who desire to improve themselves by further study, but whose occupation or geographical location makes it impossible for them to join either a directed or a supervised study group.

D. TYPES OF COURSES WHICH MAY BE OFFERED

Likewise in the purpose to which correspondence courses may be put in the organization of public school work, the directed correspondence study plan meets every requirement as follows:

1. Curricular courses of study

With those few exceptions requiring a preponderance of oral expression, existing curricular courses of study, both electives and constants, can be included in the directed correspondence study program.

2. Extra-curricular courses of study

Wide departures from curricular offerings are possible with great advantage, particularly in smaller secondary schools, through the use of directed correspondence study in meeting individual needs and specialized interests by additional subjects related to existing curricular fields, and by the introduction of courses in the fine and practical arts not otherwise possible.

3. Remedial courses

In balancing the educational status of students, many weaknesses can be corrected, or any lacking prerequisite due to transfers from other districts, can be readily remedied through the wide choice of available courses, and the individualized instruction characterizing the program.

4. Exploratory courses

In exploring the interests and aptitudes of students, particularly in prevocational education, the various possible selections of courses, together

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with the ease with which a course of study unsuited to a student may be abandoned and another course begun, make directed correspondence study particularly desirable.

5. Vocational courses

Given some general shop, home economics, and school gardening equipment, even the smaller secondary school can maintain worthwhile courses in industrial, home economics, and agricultural education through the use of directed correspondence study.

6. Appreciation courses

In the study of English and the fine arts, correspondence courses, supplemented by illustrative materials, broaden the possibilities of appreciation courses in literature, music, and art to a maximum value in the cultural development of students.

7. Junior college and university extension courses

By employing directed correspondence courses, study of a collegiate grade may be added to the local secondary school program as a preliminary survey of credit courses to be taken at colleges and universities.

8. Credit courses

In both the secondary and the higher educational fields, proper regulation and arrangement with some sponsoring institution of higher learning will enable local school officials to establish and maintain a comprehensive offering of directed correspondence study credit courses, in both levels, for out-of-school youth and adults generally.

9. Non-credit courses

In meeting the general education requirements of the rank and file adult, directed correspondence study furnishes a broad program of such courses, which, as non-credit courses, can be used either in directed or supervised correspondence study, or in a comprehensive home-study program.

10. Part-time courses

In adjusting the promiscuous study schedules of students registered in part-time or cooperative industrial classes, the directed correspondence study program meets every need.

E. POSSIBLE VARIATIONS IN STUDY DIRECTION AND CORRESPONDENCE INSTRUCTION SERVICE ARRANGEMENTS

Arrangements in connection with the employment of correspondence instructors, the reviewing of manuscripts, the evaluation of grades, and the awarding of credit will depend upon whether the school is to be organized as a service or a non-service center. Several combinations, however, are possible as follows:

1. Regularly certificated instructors

In the larger secondary school manned by a staff of regularly certificated teachers in all major fields, a service center should be established in which certificated instructors are assigned to direct study, to correct manuscripts for the students of their study groups, to evaluate grades, and to award credit.

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2. Qualified classroom instructors

In all smaller, and in some larger secondary schools, the varying needs of students will require the assignment of qualified rather than certificated instructors, which in turn necessitates the employment of someone outside of the school to correct manuscripts, and to evaluate grades and award credit.

3. Qualified correspondence instructors

In employing correspondence instruction service, in connection with a given course of study, from individuals and institutions outside of the school organization, the established correspondence instruction service of an approved agency may be used, or a teacher of another school district, who is certificated to teach that course of study, may be employed for this purpose.

4. Certificated-correspondence instructors

In the employment of regularly certificated correspondence instructors for given courses of study, the evaluation of grades and awarding of credit may constitute an approved part of such manuscript correction service.

5. Award of credit

Whether by the employment of certificated instructors, certificated correspondence instructors, or the use of approved final examinations, the responsibility for awarding credit in a given course of study will be restricted to persons certificated to teach that subject or authorized to evaluate credits.

F. GENERAL FACILITIES NEEDED

The facilities needed in the organization of a local program of directed correspondence study will depend upon the courses listed and the number of pupils enrolled in each. Certain general facilities, however, are necessary for any study group as follows:

1. Room space

A separate room should be provided for each study group in order that the members of the group may meet daily under the general direction of an instructor. While generally, regular classrooms, with rigid seating, will be assigned for this purpose, an informal arrangement of tables and chairs is conducive to better results, and accommodates more readily the individual assistance which the instructor gives, from time to time, to each student of the study group. Conditions in and about the study room provided, however, should be quiet and orderly, and generally conducive to study without unwarranted interruption.

2. The classroom library

Among the facilities required for successful directed correspondence study is the classroom library, which should consist, as largely as possible, of adequate general reference in the form of a dictionary, an encyclopedia if possible, and book shelves containing general reference volumes, particularly texts of prerequisite courses. The preparation which students receive under the directed correspondence study plan in finding the information they desire, organizing it, and interpreting it, is of prime importance.

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While the function of the instructor is to assist the different members of his respective groups, the provision of adequate study-room references will greatly diminish the demand made for assistance from the instructor. The whole problem of inadequate libraries in our smaller secondary schools must be thought through again for abundant general and special reference in support of all directed correspondence courses as an essential counterpart of the directed study plan.

3. Study room equipment

A room properly equipped for directed correspondence study will contain comfortable seats or tables and chairs for students, an instructor's desk and chair, wall book shelves and necessary general reference, a pedestal unabridged dictionary, an encyclopedia and reference table, blackboard space, lesson files, and necessary small desk equipment in accordance with the needs and the courses being studied.

4. Special equipment

A demand will arise for certain extra-curricular courses of study for which special equipment will be required. As a rule, the ordinary shop and laboratory equipment of the school will suffice, and by a proper adaptation of required laboratory work and shop periods the permanent equipment of school laboratories and shops can be used in support of correspondence courses. In the maintenance of extra-curricular courses requiring some special equipment not available, it is the school's responsibility to provide such equipment within the limits of reasonable cost and cabinet space for preserving it properly when not in use.

5. Instructional materials

Instructional materials needed, like equipment, will depend upon the courses being conducted. Just as the reading and correction of manuscripts in connection with directed correspondence study is classified as instructional service, the texts and tests purchased from agencies, as well as paper, pencils, etc., fall within the category of "necessary furniture, equipment, textbooks, school supplies, and other appliances for the use of the public schools, or any department thereof, in their respective districts, * * *, the same free of cost for use in the schools * * *." (Section 701, School Laws).

6. Storage cabinets

It is recommended that in order to facilitate the prompt beginning of directed study, a limited supply of texts on beginning lessons, and their accompanying tests, be purchased in advance and stored in locked storage cabinets, a key to which is possessed only by the principal and the responsible instructor or supervisor.

7. Registration files

An adequate system of recording and filing records of registration, showing the course registration of pupils; the study room assignment; the weekly schedule of classes; and containing subsequent information about transfers, drop-outs, completed courses and grades attained, must be established, necessitating the provision of such forms and adequate filing facilities.

8. Lesson files

As a means of checking on the achievement of students and their progress through a given course, it is recommended that letter-size lesson files be maintained, under lock and key, containing a folder for each student, in which lesson materials are filed as they are distributed and assigned. In this envelope, lessons which have been completed, together with related information, should be placed at the back of the folder, records of lesson assignments in hand or manuscripts mailed for reading and correction next, and lesson materials needed for the next assignment to the pupil in the front of the folder.

It should be repeated that the size of the school and the extent of the program of directed correspondence study to be initiated will determine the facilities needed. In the initiation of this program, in which only a few courses are attempted, one instructor will be capable of directing the study of such students. Likewise, it is obvious that if the program is operated as a service school, certificated teachers will be selected as instructors, resulting in part-time assignment to directed study. In the ultimate development of the program, however, a majority of existing curricular courses of study, as well as many extra-curricular courses of study, will be embraced, requiring for proper administration the facilities indicated.

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V. GENERAL QUALIFICATIONS AND DUTIES OF CLASSROOM INSTRUCTORS, SUPERVISORS, AND CORRESPONDENCE INSTRUCTORS

In the selection of teachers for the purpose of directing correspondence study, it is important that they possess the qualifications necessary to win the confidence of students; the integrity to preserve the personal relationships which must be established; and a deep, human sympathy which will enable them to view the personal problems of youth in proper perspective.

In the organization of a local program of directed correspondence study, the size of the secondary school, or of the school district, will determine whether a supervisor will be appointed to oversee and coordinate the work of all instructors assigned to directed correspondence instruction. In smaller secondary schools the program will be initiated by the assignment of one or two members of the faculty to direct the correspondence study employed, in which event such instructors must assume many of the administrative and supervisory functions of the supervisor in a larger school system.

The more important qualifications and duties of instructors and supervisors, however, are indicated in the following:

A. GENERAL QUALIFICATIONS

1. Certification and preparation

The classroom instructor may be either certificated to teach the subjects which are assigned to him for direction of study, or he may be qualified as a director of such study if he has at some time successfully completed a course or courses of study in the same general field as that to which he is assigned as instructor.

2. Certificated and qualified classroom instructors

The required qualifications of the teachers assigned to direct correspondence study will depend upon whether this work is organized as a service or as a non-service center. If the program is initiated in the school organization as a service center, it will be advantageous to assign, as instructors, as largely as possible, only those teachers having regular certification to teach such courses. If such teachers are not available for such assignments, qualified, rather than certificated classroom instructors, may be utilized for certain courses in such service centers, with the manuscript correction service assigned to other members of the faculty who may be certificated to teach such subjects.

Such a plan, however, is feasible only in the larger secondary schools of the Commonwealth. To attempt to organize a smaller secondary school as a service center is to restrict automatically the number of extra-curricular courses which can be added by this plan to existing school offerings.

3. Qualifications required for correspondence instruction service

In assigning certificated classroom instructors, all of the requirements for correcting manuscripts and for the awarding of credit may be fulfilled by the instructor himself. In assigning qualified, rather than certificated classroom instructors, however, to direct the work of study groups in non-service centers, outside certificated or non-certificated correspondence in-

structors may be employed, but if the latter, it will be necessary to have a proper evaluation of grades and awarding of credit made by a person certificated to teach the courses of study in question.

The limited qualifications of the classroom instructor in non-service centers, however, need in no way tend to restrict the possible enrichment of curricular offerings. Such an instructor may, and frequently will, have in one class as high as thirty different pupils studying from five to thirty different subjects. Such direction of study, however, must be supplemented by effective correspondence instruction service on the outside, and the employment of properly certificated teachers to review manuscripts, to determine the achievement of students, and to award credit.

4. General attitude and understanding

To do a successful piece of work, the classroom instructor or supervisor should have a very genuine liking for youth and for teaching. He should possess a thoroughly sympathetic understanding of the hopes, fears, and problems of students. He should recognize fully individual differences of students and possess a genuine interest in their welfare, embracing all of their problems from school difficulties to the handicaps of home environment and community influences. He should strive to win the confidence of his students and of the community by sympathetic, personal adjustment counseling.

The vital importance of selecting, as classroom instructors, those teachers who enjoy and naturally attract young students, who understand and sympathize with them fully, and who can arouse their interest and stimulate them to their best efforts, cannot be too greatly emphasized.

5. General knowledge of local interests, industries, demands, and conditions

The success of the work of the supervisor or classroom instructor will be determined largely by his knowledge of local conditions. The possibilities of supervised correspondence instruction are not by any means restricted to local industrial activities and demands, and the instructor should be thoroughly conversant with the immediate social, spiritual, and economic environment of, and influences upon his students.

In the capacity of guidance counselor, the supervisor and the classroom instructor should have an intimate and immediate knowledge of local occupational needs and trends. They should develop a sympathetic personal contact, understanding, and cooperation with all business leaders, agricultural leaders, industrial leaders, and factory heads. They should be constantly aware of current employment lag and the possibility of new industrial demands in and near their immediate communities. They should consider placement of their students and follow-up work with them on the job as one of the essential ends of their service.

B. DUTIES OF SUPERVISORS OF DIRECTED CORRESPONDENCE STUDY

1. Coordination of school service

The supervisor of directed correspondence study may under the direction of the county superintendent of schools, be responsible for all directed correspondence study within a county, for such study in several secondary schools of a given school district, for all such study within a single large

DIRECTED CORRESPONDENCE STUDY IN SECONDARY EDUCATION FIELD

secondary school, or he may simultaneously serve two or more school districts in the administration of directed correspondence study, being responsible at all times for planning programs, for coordinating the service of persons and institutions concerned, for supplying materials, for furnishing manuscript-correction service, for prompt correction and mailing service, and for checking carefully upon procedures in the awarding of credit in connection with the work done by students under his general supervision.

2. Planning extension and extra-mural activities

He should assume responsibility for the extension of directed correspondence study service to older youth who have withdrawn or graduated from secondary school, to the members of Civilian Conservation Corps camps, to candidates for pre-professional credit participating in State secondary school examinations, and to other adults, by means of both directed and supervised correspondence study courses maintained as extension classes eligible for state-aid, at the expense of the local board of school directors, or with free contribution of service by local teachers, such courses being given during the regular school day, the late afternoon, the evening, or Saturday.

3. Administrative arrangements

He should be made responsible for the selection of courses, the employment of adequate manuscript-correction service, the guidance techniques used in counseling students, the relative achievement of students, and the awarding of credit.

4. Improvement of directed study service

He should constantly aim to improve the direction of learning by means of individual conferences with teachers following classroom visitation, by group conferences of instructors for the solution of mutual problems, by aggressive coordination of library and reading facilities, and of required shop work and laboratory practice.

5. Visitation of classes

He should aim to increase the effectiveness of directed correspondence study by class visitation, sympathetically checking the personal qualities and techniques of the instructor, the precision with which the directed study is carried on, and the ability of the instructor to discover and eliminate the difficulties of students, inspiring instructors by recognition of all good qualities, and tactfully questioning doubtful procedures.

6. Records and reports

He should be made responsible for establishing an adequate system of records and reports showing the purchase and use of courses of study, the correspondence instruction service employed, the assignment of instructors, the registration of students, the courses abandoned and completed by students, the grades attained, and related items of information.

7. Public relations

He should assume responsibility for contacting agencies and organizations in procuring desirable facilities, for planning part-time industrial directed correspondence study students, for publicity in developing and education programs, for administering placement and follow-up service, and for maintaining a favorable public attitude toward the program.

**DIRECTED CORRESPONDENCE STUDY IN THE HIGH
SCHOOL OF MONESSEN, PENNSYLVANIA**



Mr. William Paul, member of the high school faculty, directing the study of twenty-six boys in a typical study group situation. Agriculture claims the interest of 6 boys; photography, 13 boys; railway mail, 6 boys, and showcard writing, 1 boy.

The wide distribution of interests is shown by 299 enrolments in forty different courses as follows: advanced radio, 3; advertising, 2; aviation, 10; building materials, 17; canning and preserving, 2; cartooning, 3; cattle breeding, 1; civil service English, 1; civil service mathematics, 24; civil service railway mail, 30; clover and grasses, 1; commercial fruit growing, 5; commercial lettering, 10; farm and forestry, 45; farm chemistry, 6; fertilizers and manures, 1; floriculture, 1; foods, 1; fruit growing, 1; grain crops, 1; home gardening, 3; horse breeding, 2; ice cream manufacturing, 4; insect control, 5; introduction to chemistry, 3; market milk, 4; navigation, 3; orchard fruits, 4; photography, 31; plant life, 2; poultry keeping, 2; principals of breeding cattle, 1; radio, 8; retail sales, 22; sheep husbandry, 1; showcard writing, 34; study of milk, 1; swine husbandry, 1; technology of milk, 2; tile drainage, 1.

(Courtesy of Superintendent Wade F. Blackburn)

DIRECTED CORRESPONDENCE STUDY IN SECONDARY EDUCATION FIELD

C. DUTIES OF CLASSROOM INSTRUCTORS

1. Supervisory duties of classroom instructors in smaller systems

In smaller secondary schools in which no provision for supervision is made, the classroom instructor obviously should assume all appropriate duties listed in the foregoing statement of Duties of Supervisors.

2. Coordination of school service

The classroom instructor should participate in planning the program and in coordinating the services made available to students, and should lead in the cooperative effort of all members of the teaching staff in diagnosing student difficulties, in counseling students, and in solving their respective problems.

3. Classroom management

He should be responsible for all classroom equipment, student assistance, discipline, distribution of study assignments, collection and return of manuscripts, and recording of grades for all students under his immediate control.

4. Consulting service

He should establish and maintain a regular conference hour at least on three days of each week, at which time students under his direction may be able to procure his advice and help in personal problems and difficulties.

5. Laboratory, shop, and library facilities

He should arrange for practical laboratory work and shop practice to supplement correspondence study whenever required, and should see that general and special reference materials for courses being studied are available within the classroom.

6. Testing

He should prepare and administer tests from time to time in addition to the manuscripts required, as a means of ascertaining the achievement and progress of students in their respective courses of study.

7. Evaluation of student's work

He should check closely the daily work and progress of students as evidenced by their corrected manuscripts and special tests in order to discover individual interests, aptitudes, and weaknesses which might warrant a change in fields of study or in the general treatment of the student.

8. Student self-direction

He should strive for the development of self-government in study groups and self-reliance in individuals in the daily pursuance of their work, encouraging students to participate in related group activities as a means of developing well-integrated personalities.

9. Contacts

He should arrange for students to contact persons and organizations interested in the fields in which they are studying, and for special individual or study-group excursions to shops, institutions, and points of related interest.

10. Diminution of guidance

In directed correspondence study the guidance program should be characterized by a gradual diminution of counseling and directing, tending to fit the student to proceed on his own initiative and resourcefulness as an essential in his school preparation, for too much continued direction of study and too much continued assistance in solving personal problems will tend to develop, in some students, an unwarranted and weakening dependence upon instructors and counselors.

11. Mechanics of program

The classroom instructor should be immediately responsible for the proper storage of texts and materials for records of student assignments and progress, for the provision of adequate drill and practice in school and tool subjects, for the prompt collection and mailing of manuscripts and their prompt return and distribution, for the personal checking of correspondence instruction service employed, and for the progress of students.

12. Itinerant instruction

If assigned to itinerant instruction in special fields or for scattered individuals or groups, the classroom instructor must assume any and all of the above responsibilities incident to the special nature of his work, paying special attention to the provision of adequate study materials to keep students busy between his once-weekly or twice-weekly calls, devoting much of his time to a review of the additional work done by the student since his last call, and in correlating and interpreting the next assignments in order to remove, as largely as possible, any misunderstanding which might seriously impede the progress of his students during his absence.

13. Supervised correspondence study

The duties of the classroom instructor in supervising correspondence study are not unlike those of directing correspondence study, except in the fact that his itinerary will provide for occasional conference periods at which one or more correspondence students, in special-interest fields or isolated areas, will meet in conference with him for general instructions and advice and for special assistance in the completion of their respective lessons, it being his important duty at such conferences to check carefully the corrected manuscripts of students; to weigh their difficulties; to correct, if possible, the shortcomings of their educational background; and to integrate the series of lessons completed by them during his absence.

D. DUTIES OF CORRESPONDENCE INSTRUCTORS

1. Manuscript correction service in service centers

Manuscript correction service provided in service centers, particularly in schools and classes where certificated teachers are assigned to the direction of correspondence study, will naturally embrace all of the interests of the teacher under the assignment-recitation plan, checking the responses of students carefully, diagnosing the cause of prevalent difficulties, organizing and providing the special assistance needed by individual students, determining and correcting the shortcomings of a student's educational

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background, adapting assigned courses to individual needs, and stimulating the interest and effort of students by commendation and encouragement wherever possible.

2. Correspondence instruction service employed for non-service centers

The outside correspondence instruction service employed by non-service centers is of vital importance to the success of all directed correspondence students, and the instructor should consider it a major responsibility to check carefully and continuously upon the corrections made on students' manuscripts.

Some of the major characteristics of effective correspondence instruction service are as follows:

- a. The correction service should consist of more than merely checking, with questions and observations by the reader which will direct the attention of the student to the underlying causes of his errors.
- b. Corrected manuscripts should be rich in personal comment of a constructive nature, intended not only to guide the student in the correction of his manuscript, but also to correlate and integrate the subject matter of the successive lessons comprising the course.
- c. An important aspect of effective correspondence instruction service is a summary of general suggestions and unfailing commendation of the work of the student as a means of stimulating interest and encouraging effort on the part of the student.
- d. A close relationship between the classroom instructor and outside correspondence instructor should be established and maintained in order to make certain that the work of each will supplement that of the other in the successful direction of the learning of the student.
- e. Both the correspondence instructor and the classroom instructor should be alert to any evidence of a student's lack of preparation for a course, the underlying cause of primary difficulties in certain aspects of subject matter, of a student's inability to understand and follow directions, of inability to read readily and understandingly, and of inability on the part of the student to express himself clearly in writing.
- f. An essential aspect of the employment of efficient outside correspondence instructors is the clearly understood requirement that such instructors will communicate directly with classroom instructors in connection with all matters relating to the lessons of a student, which will direct the classroom instructor's attention to the special needs of individual students so that steps may be taken, as promptly as possible, to correct such personal deficiencies.

**VI. SOME MAJOR CRITERIA FOR EVALUATING A DIRECTED
CORRESPONDENCE STUDY PROGRAM**

Among the chief characteristics of an effective and comprehensive local program of directed correspondence study are the following:

A. ADJUSTMENT SERVICE

1. The organization and procedures established to bring to attention automatically all students needing adjustment service.
2. The degree to which the needs of indifferent, slow and gifted students are studied.
3. The number of home visitations made in connection with problem cases to determine background handicaps.
4. The provision made for pupil-instructor conferences.
5. The extent to which the guidance counselor, other members of the teaching staff, and parents are utilized in diagnosing student problems and in prescribing correctives.
6. The number and scope of correspondence courses made available in support of adjustment service.

B. THOROUGHNESS

1. The extent to which the daily progress of pupils is checked.
2. The promptness with which next lessons are made available to students in maintaining continuous and unbroken study assignments.
3. The use of job analysis in the assignment of courses, with specifications as to materials, tools, references needed, and time requirement.
4. The precision with which courses of study are begun, prosecuted, and completed on time.
5. The special tests and examinations formulated and administered by instructors to ascertain the difficulties, weaknesses, and progress of students.
6. The provisions made for checking on corrected manuscripts and the suggestions made by correspondence instructors to students.
7. The care with which grades are evaluated and credit is awarded.
8. The effectiveness of the personal records kept of students as a means of indicating by charts both quantitatively and qualitatively the absolute achievement, the relative achievement, and the progressive achievement of students.

C. THE INTEREST AND ATTITUDE OF STUDENTS

1. The purpose avowed by students in their selection and pursuance of certain courses of study.
2. The manner in which students attack and pursue their respective courses of study.
3. The extent to which students apply themselves during out-of-school hours as evidenced by their daily progress.

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4. The interest of students in the prompt assignment of courses and materials to avoid loss of time, as evidenced by their request for advice on additional courses and by the urgency of their demands for prompt provision of lessons and equipment.
5. The reliability of self-direction in students as evidenced by their general conduct under the freedom of directed study.
6. The self-reliance and initiative of students in pursuing their courses of study independent of their instructor.

D. THE COURSES OF STUDY USED

1. The limitations, if any, placed by the board of school directors upon the number and types of courses which may be made available through directed correspondence study.
2. The extent to which the texts and tests are kept within the range of the student's vocabulary.
3. The comprehensiveness and up-to-dateness of the content of the correspondence courses of study which are used.
4. The simplicity and completeness of directions which are given for students to follow.
5. The clearness of illustrations and the practicality of applications of principles and processes.
6. The logical sequence of the units of work comprising a given course.
7. The integrative effect of the content and presentation of a given course of study with that of related fields.

E. THE MECHANICS OF THE PROGRAM

1. The foresight and precision with which texts and tests are provided and manuscripts are collected from and returned to students.
2. The extent to which clear, complete, and precise instructions are provided for instructors and students at the opening of school terms and at the beginning of courses of study.
3. The provision made for comfortable seating of students in well-lighted, heated, and ventilated classrooms.
4. The adequacy of provisions for library, laboratory, and shop facilities and work.
5. The adequacy of routine checking and testing of student achievement.
6. The care with which completed manuscripts and personal records are guarded.
7. The devices and procedures employed to insure independent work by each student.
8. The elasticity of the established school day and week in providing for late afternoon, evening, and Saturday classes as needed to accommodate the program.
9. The provision made for supplying supervision of correspondence study for remote groups.
10. The extent to which individual and group contacts and excursions are employed in the use of community life and activities as a laboratory of life situations.

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11. The provisions made for salvaging failures and withdrawals.
12. The organization effected to attract and serve out-of-school youth and adults.
13. The system of registration and follow-up information employed for graduates and withdrawals.

F. INTEGRATION OF COURSES OF STUDY AND GRADUATION REQUIREMENTS

1. The extent to which objectives in public secondary education are defined and understood by the members of the teaching and supervisory staff, the degree of influence such objectives exercise in evaluating student achievement and the award of credit toward graduation, and the degree to which the program carries out the objectives of secondary education.
2. The extent to which correspondence courses are used in exploring and discovering student interests and aptitudes.
3. The care with which beginning manuscripts are checked by instructors to determine the suitability of courses assigned.
4. The dispatch with which changes of courses are made in the effort to discover individual interests and aptitudes.
5. Existing provisions for the inclusion of cultural and academic courses in support of the general education of the student.
6. The balance maintained between general education requirements and specialized vocational education.
7. The balance maintained between electives and constants and the relationship of minor to major courses, particularly in vocational education, to avoid the scattering of the pupil's efforts and to further specialization in his achievement.
8. The extent to which advanced courses are provided in serving special interests and needs.
9. The holding power of the school as evidenced in withdrawals and their implication of maladjustments in content and integration of courses of study assigned.
10. The extent to which study groups are arranged in accordance with general and related fields, and the provision of periodical group discussions on topics of general interest under the leadership of different members of the study group.
11. The practice of assigning special topics to members of the study group on themes of general interest for preparation and report before the group by its members.
12. The extent to which the personal equation is applied in evaluating work done by students in non-preprofessional courses of study, in conformance to avowed objectives of the secondary school program.
13. The provision made in the teaching load of instructors for case studies, counseling conferences, employment contacts, and placement follow-up.

G. PLACEMENT AND FOLLOW-UP

1. The extent to which placement and follow-up counseling are regarded as an integral part of the adjustment function of public education.

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2. The degree to and the precision with which placement and follow-up are integrated with the guidance function of adjustment counseling.
3. The relationships existing between the public secondary school as a preparatory institution and local community industries and activities.
4. The extent to which student-practice in various courses is employed in meeting the routine needs of the school, such as office practice, stenographic service, mimeographing, library service, cafeteria service, construction of furniture, manufacture of shop and laboratory equipment, landscaping, making stage scenery, and interior decoration, providing experience for such students under immediate supervision and counsel.
5. Arrangements made for cooperative part-time vocational education and the proportionate per cent of students enrolled in such courses.
6. Existing arrangements with local industries and concerns for employment of students when in preparation or as needed.
7. The manner of and success in enlisting the interest and help of all members of the teaching staff, of the parents of students, and of business and industrial representatives in the guidance and placement of students.
8. The procedures established for a follow-up of the difficulties and failures of students on the job after placement, and the measures taken to eliminate unfavorable influences or to correct the personal shortcomings of students so placed.
9. The arrangements made for a follow-up of students entering colleges, universities, and other schools, as to their handicaps, problems, and failures, and the further adjustment service made available to such students, both in the form of continued counseling and by part-time and extension courses for additional preparation.
10. The provisions made on the personal record form of students for continuing pertinent follow-up information as to local address, personal handicaps, special problems, present occupation, failures, and general case-study information.

**VII. MINIMUM STANDARDS GOVERNING APPROVAL OF DIRECTED
AND SUPERVISED CORRESPONDENCE STUDY**

Directed study through correspondence instruction, while serving primarily to supplement the meager curricular offerings of smaller day and evening secondary schools in which it is not possible, under the assignment-recitation plan, to offer a program sufficiently diversified to meet the individual interests and needs of students, is likewise authorized for all types and sizes of schools and classes, subject to the approval of the Department of Public Instruction.

The approval of both directed and supervised correspondence study shall be contingent upon the maintenance of the following standards :

**A. MINIMUM STANDARDS GOVERNING APPROVAL OF
LOCAL PROGRAMS**

1. Administrative procedures

- a. Correspondence courses employed in directed correspondence study shall be restricted to those approved by the State Department of Public Instruction. (See Sections 1608 and 2904-g, School Laws.)
- b. For such directed-study purposes, boards of school directors may purchase approved correspondence courses as study outlines. (See Section 701, School Laws.)
- c. Courses, texts, and materials used by day or extension school students under directed study in the regular public school program shall be furnished free of charge by the local board of school directors. (See Section 701, School Laws.)
- d. Teachers responsible for checking achievement evaluating progress, and awarding credit, are to be regularly certificated in the fields of such assignments. (See Section 1301, School Laws.)
- e. The service of correspondence instructors in correcting manuscripts and of certificated teachers in checking pupil achievement and awarding credit, required by all non-service centers, shall be furnished free of charge by the board of school directors maintaining such centers, as free public instruction.
- f. Course content and required achievement in directed-study courses are to be equivalent to those of like courses offered under the assignment-recitation plan.
- g. Laboratory work and shop practice, normally required in connection with such directed-study courses, shall be adjusted to conform to accepted practice.
- h. The assignment of pupils to directed correspondence study, and of teachers to the direction and supervision of such study, shall constitute a part of the required maximum pupil-load and teacher-load.
- i. Adequate general and special reference material is to be made immediately available to members of directed-study groups.
- j. Special laboratory and shop equipment provided in conjunction with such directed-study courses, must be approved by the Department of Public Instruction.

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- k. Secondary school credits derived from successful completion of approved directed correspondence study courses, shall be accepted at face value toward the fulfillment of the requirements for graduation from any secondary school curriculum, subject to the regulations governing such graduation.
- l. Nothing herein shall be construed as prohibiting the assignment of qualified instructors, as defined herein, to direction of study, provided the service of regularly certificated teachers is employed to check the achievement of students and to award credit.
- m. Nothing herein shall be construed as prohibiting the maintenance of non-standard courses of study for directed correspondence instruction.
- n. The correspondence instruction service shall assume the logical responsibilities of instruction, and corrections of lessons returned to students should be clarified by appropriate and ample personal comment and suggestions as to errors and corrections, and enriched by personal commendation sufficient to sustain the interest and effort of students.
- o. Application by Local School District for Approval of Directed and Supervised Correspondence Study.

I have read the foregoing statement of minimum standards for approval of directed and supervised correspondence study, and hereby make application for approval of such courses as may be maintained by the School District of....., agreeing that in so doing these standards will be maintained to the best of our knowledge and ability.

Signed
Title
School District
County
Date.....

- 2. Courses of study, texts, and materials
 - a. The content of courses shall be sufficiently comprehensive to cover adequately the field for which they are intended.
 - b. Courses of study shall be sufficiently up-to-date to embrace all current knowledge and practice.
 - c. The vocabulary of texts and lesson materials shall be normally within the vocabulary range of the student.
 - d. New terms used shall be clearly defined.
 - e. The subject matter shall be clearly presented, with suitable illustrations and drawings.
 - f. Drawings and diagrams shall be carefully and clearly executed.
 - g. The directions given for students to follow shall be simple, lucid, and complete.
 - h. The applications of principles and processes should be practical and numerous.

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- i. The sequence of the units of work comprising a course should be logically ordered to show clearly the closely knit relationship of its parts.
- j. The content and presentation of the subject matter of a course should be such that it will be definitely integrated with that of related fields.
- k. Texts should be characterized by good paper, legible printing, careful editing, and serviceable binding.
- l. The tests furnished should be of a practical nature, stress all important principles, and cover the subject matter of lessons exhaustively.

B. MINIMUM STANDARDS GOVERNING APPROVAL OF CORRESPONDENCE STUDY AGENCIES

1. Schedule of Prices

Each approved correspondence study agency shall file, by registered mail, with the Department of Public Instruction, an application for approval, stating its schedule of prices and terms of sale in full, including all discounts, allowances, special offers, and money back agreements. No such agency shall offer or sell any service at any price or upon any terms except those stated in its filed price list. Each approved correspondence study agency, however, may change or revise its price list at will, and such change or revision shall be considered duly filed immediately upon being mailed to the Department of Public Instruction. All such price lists and revisions shall be kept on file by the Department of Public Instruction and shall be available for public inspection.

2. Rebates

No approved correspondence study agency shall secretly offer or make any payment or allowance of a rebate, refund, commission, credit, unearned discount, or excess allowance, whether in the form of money or otherwise, for the purpose of influencing a sale, nor shall an approved correspondence study agency secretly offer or extend to any customer any special service or privilege not extended to all customers of the same class, for the purpose of influencing a sale.

3. Relations With Competitors

No approved correspondence study agency shall use advertising or other representation which refers inaccurately in any material particular to any competitors or their services and/or courses of study, prices, values, credit terms, policies, equipment, teaching methods, teaching personnel, business methods, personal character or reputation.

4. Official Relationships

In school districts where directed and supervised correspondence study is maintained, the representative of the approved correspondence study agency will deal only with the person or agent designated by the superintendent of schools for such official transactions as may be needed in providing correspondence courses. The representative of the approved correspondence study agency will at no time meet with secondary school or vocational school students in an attempt to sell a correspondence course.

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All transactions as to the selection of agencies, the choice of courses, costs, etc., shall be arranged for only through the local school official designated by the superintendent of schools for that purpose.

5. Sale of Courses

Sale of courses to persons without regard to their educational qualification to pursue such courses with reasonable profit may not be practiced by approved correspondence study agencies, nor will surreptitious sale of correspondence courses to students regularly enrolled in a public or private day school or proselyting students regularly enrolled in such schools by means of false promises, be permitted.

6. Prosecution

Prosecution, or threat of prosecution, by any approved correspondence study agency, in order to exact full payment for courses of study not completed through no fault of the student, shall be construed as unethical.

7. Inducement of Breach of Contract

No approved correspondence study agency shall attempt to induce the breach of an existing contract between a competitor and his student, prospect, or source of supply; nor shall any correspondence study agency interfere with or obstruct the performance of such contractual duties or services.

8. Guarantee of Jobs

No approved correspondence study agency shall guarantee jobs to students or prospective students at the completion of or during a period of preparation. If the correspondence study agency wishes to make a statement regarding placement, a copy of the statement must be on file in the Department of Public Instruction, and should be to this effect:

"We guarantee no jobs at the completion of a preparation period. We attempt to secure jobs for graduates. Of our graduates last year, we have been able to place per cent."

9. Simulating Court Documents

No approved correspondence study agency shall use statements or papers simulating court documents in the collection of accounts.

10. Commercial Bribery

No approved correspondence study agency shall give, permit to be given, or directly offer to give, anything of value for the purpose of influencing or rewarding the action of any employe, agent or representative of another in relation to the business of the employer of such employe, the principal of such agent, or the represented party, without the knowledge of such employer, principal or party. This rule shall not be construed in a manner to prohibit the free and general distribution of articles commonly used for advertising, except in so far as such articles are actually used for commercial bribery as hereinabove defined.

11. Misrepresentation

No approved correspondence study agency shall publish advertising (whether printed, radio, display, or any other nature), which is misleading or inaccurate in any material particular, nor shall any member in any

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way misrepresent any service and/or course of study (including without limitation, its use, scope, quality, length, number of lesson assignments, origin, substance, character, nature, educational content or preparation), or credit terms, values, policies, or the nature or form of the business conducted. Without limitation, the following shall be deemed unfair practices:

- a. Operating under a firm name which fails to indicate therein or therewith that the correspondence study agency is an educational institution or offers instruction.
- b. Over-stating or misstating actual earnings in any given field or vocation, representing that unusually high earnings or earnings of unusual persons are the average or probable earnings in a given field or vocation, representing that unusual achievements or salaries of outstanding students or graduates of a correspondence study agency are common to its students and graduates.
- c. Misrepresenting what a particular course of study can enable a particular prospective student to accomplish.
- d. Over-stating or misstating the actual or probable demand for the service of graduates, or the current demand in any field of employment, or under-stating the requisite qualifications for any field of employment.
- e. Representing that an offer is "Limited" as to time or otherwise, or "special," or "for advertising," when in fact it is not so limited and/or its prices and terms are regular.
- f. Representing any service or commodity as "free" when it is an integral part of the course with which it is offered and is covered in the price of such course.
- g. Representing tuition as being "free" when in reality it is covered in the sale price of required textual or other materials.
- h. Inaccurately stating or listing the relationship between an agency and the members of its faculty, advisory boards, writers, or others connected therewith; or falsely stating that students are given personal instructions by designated individuals; or representing that a person is connected with such agency when such is not the case.
- i. Using "Help Wanted" advertisements to secure student prospects or using "blind" advertisements (in which the name of the advertiser does not appear), for the same purpose.
- j. Representing that a correspondence study agency, or its instructors or officers are actively connected with the United States Government, when in fact they are not thus connected.
- k. Using pictures, or other advertising or representation misleading prospective students regarding the size of the approved correspondence study agency, or amount of equipment, size of teaching staff, number of students enrolled, or age of the institution.
- l. Offering a course of study without stating in the contract and descriptive literature thereof whether such course consists of

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- (1) A list of reading assignments only
 - (2) A list of reading assignments with merely the privilege of asking questions thereon
 - (3) A list of reading assignments to which each student is expected to submit to the agency for grading a written reaction in the form of discussion, solution of problems, or drawings for the purpose of testing his mastery of the subject
- m. Using marked-up or fictitious prices from which discounts are offered, or offering a price as marked down when in fact it is regular.
 - n. Using in advertising any picture or likeness of a person in such manner as to induce readers into believing that such person is connected with such agency, or its courses of study, when such is not the case ; and/or the use of advertising of any such picture or likeness without clearly stating therewith the name of the person pictured and his actual relation to such agency and its courses of study.

12. Agencies Responsible for Representatives' Acts

Any act of any salesman, employe, agent, or representative of an approved correspondence study agency which, if done by such agency, would constitute a violation of this Code, shall be presumed to have been done within the scope of the authority of such salesman, employe, agent, or representative, and done with the knowledge and consent of such agency.

13. Signed Agreement Required of Approved Correspondence Study Agencies

For approval, correspondence study agencies are required to submit a signed agreement to the foregoing Code of Standards as follows :

Department of Public Instruction
Commonwealth of Pennsylvania
Harrisburg

Gentlemen :

I have read the foregoing specifications of the Code of Standards for Approved Correspondence Study Agencies and agree that our organization and its representatives will abide by them faithfully.

Name of School
Official in Charge
Address

Date

VIII. FEDERAL REGULATION OF PRIVATE HOME-STUDY AGENCIES

In any consideration of correspondence instruction and home-study schools, no small degree of credit is due the many private agencies which have built up painstakingly over a period of years an efficient and much needed instructional service for all who, for any reason, are unable to attend day or evening secondary schools, or university campus courses, and must resort to home study.

As might be expected, however, this field of educational service, particularly in recent years, has been invaded by certain individuals and groups deliberately organized to exploit those who wish to improve themselves by further study at home. Numerous instances have come to the attention of the Department of Public Instruction in which the avowed correspondence instruction consisted of reading courses only, often wholly out-of-date and at times consisting only of pages carelessly torn from obsolete texts. Other glaring examples of fraud range from assertions of strong government influence and the definite promise of jobs upon completion of courses, through the unscrupulous selling of courses without regard to the educational qualifications of individuals to pursue them with profit, to a conscienceless collection of fees and immediate defaulting in all service and promises by fly-by-night concerns.

In an effort to correct these rapidly growing abuses, our reliable home-study agencies are insistent that State and Federal action be taken as promptly as possible. To this end the Federal Trade Commission has formulated certain principles of fair trade practice to be observed by home-study agencies, and has created an enforcement committee to put these regulations into effect.

The Department of Public Instruction directs the attention of all county and local public school officials to their responsibility in helping to eradicate the exploitation and fraud now prevalent in this field. The home-study schools found to be of good standing and approved by the Home Study Council are listed in Appendix B of this bulletin. The regulations of the Federal Trade Commission for private home-study agencies are quoted verbatim as follows:

A. TRADE COMMISSION RULES FOR PRIVATE HOME-STUDY AGENCIES

"These rules promulgated by the Federal Trade Commission are designed to foster and promote fair competitive conditions in the interest of industry and the public. They are not to be used, directly or indirectly, as part of or in connection with any combination or agreement to fix prices, or for the suppression of competition or otherwise to unreasonably restrain trade.

"GROUP I

"The unfair trade practices which are embraced in Group I rules are considered to be unfair methods of competition within the decisions of the Federal Trade Commission and the courts, and appropriate proceedings in the public interest will be taken by the Commission to prevent the use of such unlawful practices in or directly affecting interstate commerce.

"Rule 1.

The making, or causing or permitting to be made or published, any false, untrue, or deceptive statement or representation, by way of advertising or otherwise, concerning home-study schools, their activities in attempting to enroll students, or con-

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cerning the character, nature, quality, value, or scope of any course of instruction or educational service offered, or in any other material respect, with the tendency or capacity to mislead or deceive students, prospective students, or the public, is an unfair trade practice.

“Rule 2.

The making of false, untrue, or deceptive statements or representations regarding actual or probable earnings or opportunities in any vocation, with the tendency or capacity to mislead or deceive students, prospective students, or the public, is an unfair trade practice.

“Rule 3.

The making of false, untrue, or deceptive statements or representations regarding the opportunities in any vocation or field of activity as a result of the completion of any given course of instruction or educational service, with the tendency or capacity to mislead or deceive students, prospective students, or the public, is an unfair trade practice.

“Rule 4.

The making of false, untrue, or deceptive statements or representations as to services to be rendered in connection with the securing or attempting to secure employment for students, or as to the influence or connection of any school or schools with any branch, department, or establishment of the United States Government, with the tendency or capacity to mislead or deceive students, prospective students, or the public, is an unfair trade practice.

“Rule 5.

The making of false, untrue, or deceptive promises or representations regarding a job or a raise in pay upon completing a certain course of instruction or portion thereof, with the tendency or capacity to mislead or deceive students, prospective students, or the public, is an unfair trade practice.

“Rule 6.

Representing an offer to be limited as to time or otherwise when such is not the fact, with the tendency or capacity to mislead or deceive students, prospective students, or the public, is an unfair trade practice.

“Rule 7.

Representing an offer as ‘special’ when it is in fact a ‘regular’ offer, with the tendency or capacity to mislead or deceive students, prospective students, or the public, is an unfair trade practice.

“Rule 8.

Offering courses of instruction at prices purported to be reduced from what are in fact marked-up or fictitious prices, with the tendency or capacity to mislead or deceive students, prospective students, or the public, is an unfair trade practice.

“Rule 9.

It is an unfair trade practice for any member of the industry to use, directly or indirectly, any so-called money back guarantee, refund agreement or other similar guarantee, agreement or contract between school and student, which (a) is conditioned upon the student taking or passing, or having the opportunity to take or pass, a future Government or Civil Service examination or test, or any other form of future examination or test given by any organization not affiliated with the school; or (b) is conditioned upon the student being placed upon a Government or other eligible list; or (c) is conditioned upon the student securing or having

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the opportunity to secure employment within the field of preparation pursued; or (d) is conditioned upon any other contingency; and which has the capacity, tendency or effect of misleading or deceiving students or prospective students because of the text of such guarantee, agreement or contract, or because of the representations regarding the same, or because of the circumstances or other conditions of its use, or which otherwise involves deception, misrepresentation, bad faith, or the deceptive concealment of pertinent facts.

“Rule 10.

Making offers of scholarships or partial scholarships in such manner as to mislead or deceive students or prospective students into the belief that such offers are bona fide, when they are in fact not bona fide, is an unfair trade practice.

“Rule 11.

Representing any commodity or service as ‘free’ when in fact such commodity or service is regularly included as part of the course of instruction or service, with the tendency or capacity to mislead or deceive students, prospective students, or the public, is an unfair trade practice.

“Rule 12.

The defamation of competitors by falsely imputing to them dishonorable conduct, inability to perform contracts, questionable credit standing, or by other false representations, or the false disparagement of the character, nature, quality, value or scope of their courses of instruction or educational services, or in any other material respect, with the tendency or capacity to mislead or deceive students, prospective students, or the public, is an unfair trade practice.

“Rule 13.

The use of any name, title, or other designation, by way of advertising or otherwise, having the tendency or capacity to mislead or deceive students, prospective students, or the public as to the character of the institution, its courses of instruction, or its influence in obtaining employment for students, is an unfair trade practice.

“Rule 14.

For any member of the industry to issue any certificate or diploma, or to confer any degree, which misrepresents the course of study or instruction covered or completed, or the accomplishments or standing of the student receiving such certificate, diploma, or degree, with the tendency or capacity to mislead or deceive students, prospective students, or the public, is an unfair trade practice.

“Rule 15.

Falsely representing the character or scope of any course of instruction or service offered, with the tendency or capacity to mislead or deceive students, prospective students, or the public, is an unfair trade practice.

“Rule 16.

The making of false, untrue, or deceptive statements or representations, through advertising or otherwise, that a certain individual or individuals are bona fide members of the faculty of a school or are members of its advisory board or authors of its instruction material, or the making of misleading statements or representations as to the value of any former connection with the United States Government as an aid to securing employment, with the tendency or capacity to mislead or deceive students, prospective students, or the public, is an unfair trade practice.

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“Rule 17.

The false representation, through advertising or otherwise, that students are given personal instruction by the head of the institution or a department head thereof, with the tendency or capacity to mislead or deceive students, prospective students, or the public, is an unfair trade practice.

“Rule 18.

The use of ‘Help Wanted’ or other employment columns in newspapers or other publications to get in touch with prospective students in such manner as to mislead or deceive such prospective students into the belief that a job is offered is an unfair trade practice.

“Rule 19.

The use of ‘blind’ advertisements or sales literature to attract prospective students when such advertising or literature fail to set forth that courses of instruction or other educational services are being offered, in such manner as to mislead or deceive students, prospective students, or the public, is an unfair trade practice.

“Rule 20.

The use of misleading or deceptive language in any form, with the tendency or capacity to mislead or deceive students, prospective students, or the public, is an unfair trade practice.

“Rule 21.

The use of the word ‘guarantee’ or other word or words of similar import in connection with money back agreements, in such manner as to mislead or deceive students, prospective students, or the public, is an unfair trade practice.

“Rule 22.

In the collection of tuition fees, the use of papers simulating or counterfeiting court documents in such manner as to mislead or deceive students is an unfair trade practice.

“Rule 23.

The use of a photograph, cut, engraving or illustration in catalogs, sales literature, or otherwise, in such manner as to convey a false impression as to the size, importance, or location of the offices occupied by a private home-study school, or as to such school’s equipment, with the tendency or capacity to mislead or deceive students, prospective students, or the public, is an unfair trade practice.

“Rule 24.

The use of pictures or illustrations of Uncle Sam, the National Capitol, or any pictures, illustrations, or devices of similar character, or the use of the name or title of any present or former Government official, activity, branch, department, or establishment of the Government, in such manner as to mislead or deceive students, prospective students, or the public into the erroneous belief that the institution or its instructors have official relationship or connection with the United States Government, or into the erroneous belief that the education or services offered has the approval or endorsement of the United States Government or any branch thereof, is an unfair trade practice.

“Rule 25.

Falsely representing, directly or indirectly, through advertising or otherwise, that a school is operated ‘not for profit,’ with the tendency or capacity to mislead or deceive students, prospective students, or the public, is an unfair trade practice.

"Rule 26.

Wilfully inducing the enrolment or retention of a student for any course of instruction or preparation for a job or position for which the student is manifestly unfit by reason of education or permanent physical disqualification, or other material disqualification, is an unfair trade practice.

B. ETHICAL PRACTICE REGULATIONS

"GROUP II

"The trade practices embraced in Group II do not, per se, constitute violations of law. They are considered by the industry either to be unethical, uneconomical or otherwise objectionable; or to be conducive to sound business methods which the industry desires to encourage and promote. Such rules, when they conform to the above specifications and are not violative of law, will be received by the Commission, but the observance of said rules must depend upon and be accomplished through the cooperation of the members of the industry concerned, exercised in accordance with existing law. Where, however, such practices are used in such manner as to become unfair methods of competition in commerce or a violation of any law over which the Commission has jurisdiction, appropriate proceedings will be instituted by the Commission as in the case of violation of Group I rules.

"Rule A.

Money back guarantees, so-called, or other similar contracts between school and student, should state plainly the conditions under which tuition or other moneys will be refunded, and such agreements or contracts should contain no conditions intended to deceive, hamper, or harass the student and prevent a refund to him of tuition to which he may be entitled under the terms of the contract.

"Rule B.

It is the judgment of the industry that the sales representatives of all schools be selected primarily on a basis of ability and integrity, and that each representative be given an adequate preliminary preparation and be bonded by an approved bonding company or by adequate personal sureties conditioned upon the faithful performance of his financial duties before being authorized to secure student enrolment.

"Rule C.

It is the judgment of the industry that all schools should, at or prior to the time of enrolment for any course of study or service, provide each student enrolled therein with literature, by means of catalog, correspondence or other writing, clearly setting forth the nature, scope, number and character of lesson assignments, and the terms upon which such course of study or service is sold.

"Rule D.

It is the judgment of the industry that the members thereof should exercise careful supervision over their sales representatives so as to guard against any misrepresentations by such representatives regarding advantages or opportunities, or other matters pertinent to enrolling students or prospective students, whether or not the same be set forth in the contract between school and student.

"ENFORCEMENT OF RULES

"A committee on trade practices, comprising five members, is hereby created by the industry to cooperate with the Federal Trade Commission and to perform such acts as may be legal and proper to put these rules into effect.

By Direction of the Commission

OTIS B. JOHNSON, Secretary"

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C. ENFORCEMENT OF TRADE PRACTICE RULES

As a means of improving present trade practices by certain private home-study schools, the service of the Committee of Five on Enforcement, created jointly by the industry and the Federal Trade Commission, is available to all school executives as a clearing house for all cases of deliberate exploitation or fraud on the part of private home-study schools.

The following "Procedure in Filing Complaint," approved by the Federal Trade Commission, is likewise quoted verbatim for the information of all school officials and others interested.

"The home-study industry has designated as permanent chairman of the above enforcement committee, Dr. J. S. Noffsinger, 839 17th St., N. W., Washington, D. C., to whom all complaints regarding violations of this code may be sent. When it is desired to file complaints regarding a violation of any part of this Code, such complaint should be submitted as follows:

- "1 All complaints must be presented in writing and signed by the complainant.
- "2 The complainant must specify which rule (or rules) of this Code has been violated.
- "3 If complaint refers to a violation of Code relating to the sales literature or other printed material of any school, copies of such material must accompany complaint.
- "4 If complaint refers to the advertising copy used by a school, a copy of such advertisement, together with the name and date of the publication in which it appeared, must accompany complaint.
- "5 If complaint refers to verbal statements made by representative of a school, such alleged statements must be accompanied by the following:
 - (a) Name of representative making such statements and school with which he is connected
 - (b) Name and address of person or persons to whom made
 - (c) Place and date where made
 - (d) Name and address of witnesses, if any, and
 - (e) Statement as to whether the complainant, if requested, would file the charges in affidavit form

"All complaints received with supporting evidence, as set forth above, will be investigated and appropriate action taken, if warranted by fact."

IX. CONCLUSION

In summary, it may be said of the directed correspondence study plan that

- A. It is essentially directed study, characterized by the use of correspondence courses in lieu of master study guides.
- B. As directed study, in which "directed learning" supplants traditional "instruction," the plan provides, in the opinion of many authorities, a vastly truer learning situation than does the assignment-recitation plan, irrespective of the size of the school in which it is used.
- C. In smaller day and evening secondary schools, its use will greatly enrich curricular offerings at no increase in per capita cost of instruction, and facilitate meeting the needs of the seventeen- eighteen-year-old group recently included by school attendance legislation.
- D. It offers a ready means of further equalizing educational opportunities by providing an effective means of serving candidates for secondary school credit in State Pre-Professional Examinations; the members of CCC camps; out-of-school youth, whether secondary school graduates or withdrawals; shut-ins; and adults generally, in more remote and less densely settled areas.
- E. It lends itself to the essential needs of itinerant teaching and supervised study not only for smaller boroughs and rural areas. but also for special interest fields in which the demand for instruction is too meager or too scattered to warrant the organization of groups of students for class instruction or directed study.
- F. Being individualized instruction, the plan not only fully meets individual interests and needs, but at the same time permits each student, whether gifted or slow, to progress at full speed in accordance with his own pace, irrespective of the tempo of the other members of a study group.
- G. It accommodates the exploration of individual interests and aptitudes through the facility with which unsatisfactory courses may be dropped and others begun at any time.
- H. It meets with precise exactness the needs of students who are, for any reason, late in beginning or irregular in attendance, and provides an excellent means of pursuing part-time, cooperative schooling, and home study.
- I. It facilitates the provision of remedial courses in balancing the achievement of students or in correcting their personal shortcomings and weaknesses.
- J. It offers an economical means of establishing, at low cost, effective post-graduate courses adapted to individual interests and needs, with no interruption of undergraduate classes.
- K. It brings, at moderate cost, even to smaller secondary schools, standard instruction in radio mechanics, air conditioning, refrigeration, aviation, and like newer fields, otherwise impossible.
- L. It develops a habit of self-reliance in students, equipping them to continue effectively their study and self-improvement without the assistance of an instructor or tutor after graduation from school when at home, alone, and on their own.
- M. It automatically exacts a closer relationship within the school between instructor and pupil, builds up for the instructor an intimate knowledge of the pupil's background handicaps and needs, increases for the instructor his sympathetic

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understanding of students' problems, and generally enhances all pupil-teacher relationships through the increased number and the more personal nature of pupil-teacher contacts.

- N. It sets the educational stage for an effective and greatly needed state-wide program of adjustment counseling, correcting educational, social, and personal maladjustments in socially incompetent youth and adults, and tends to reduce the cost of retardation in public schools and the ultimate burden of economic inefficiency and dependence.

As a means of equalizing educational opportunity, of enriching the curricular offerings of our smaller secondary schools, of adapting public school offerings to the individual needs of students, of developing habits of self-directed study and improvement, and of establishing an effective state-wide program of adjustment counseling of school pupils, the directed correspondence study plan seems to offer the only low cost and effective solution.

School executives desiring further information as to directed correspondence study or correspondence schools, or wishing to report instances of fraud or exploitation by such agencies, should communicate directly with A. W. Castle, Chief, Division of Extension Education, Department of Public Instruction, Commonwealth of Pennsylvania, Harrisburg.

APPENDIX A

DEFINITION OF TERMS

The following terms, as applied to directed correspondence study and used herein, shall have the meanings indicated.

"Absolute achievement" shall designate the actual scholastic attainment of a student in terms of a fixed scale without other relative value or limitation.

"Adjustment counseling" shall designate all that it may be interpreted to imply in terms of social and educational counseling and vocational guidance; in meeting expressed interests and known needs; in providing a pace suitable to the gifted student; in salvaging and inspiring the failure; in redirecting the interests and energies of the problem student; in re-awakening and stimulating the stolidly indifferent; in exploring the interests and aptitudes of misfits; in finding ways and means of serving the out-of-school youth and adult; and in serving as counselor and friend in the personal and social adjustments of the confused and bewildered.

"Agency" shall designate any institution or organization which furnishes correspondence study service.

"Center" shall designate any school, institution, or other building in which directed or supervised correspondence study is conducted.

"Certificated classroom instructor" shall designate any instructor who possesses State certification to teach the subject to the direction of the study of which he is assigned.

"Certificated correspondence instructor" shall designate any person who reads and corrects students' manuscripts within fields in which he is regularly certificated to teach.

"Classroom instructor" shall designate that person who meets regularly with the members of a correspondence study group, directs their study, and attends to the mechanics of directed correspondence study, irrespective of whether he assumes the responsibility of correcting manuscripts, grading, and awarding credit.

"Correspondence instruction service" shall designate that part of correspondence study service which consists of reading, correcting, and returning manuscripts to students.

"Correspondence instructor" shall designate the person who reads and corrects the students' manuscripts.

"Course of study" shall designate the texts and tests in any given subject of instruction.

"Credit course" shall designate any course of study for the successful completion of which credit toward the fulfillment of the requirements for graduation may be awarded.

"Curricular course of study" shall designate any subject of study included in the curriculum of the secondary schools of a given school district.

"Curriculum" shall designate all the courses of study maintained in a given center.

"Day school" shall designate the daily session of public school stipulated by law as follows,—“Unless otherwise determined by the board, the daily session of school shall open at nine ante meridian and close at four post meridian.”

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"Directed correspondence study" shall designate the study of a correspondence course by a student under the immediate and daily direction and counsel of an instructor.

"Extension school" shall designate any school organized or maintained at any time or place by a board of school directors, which is apart from or in addition to the day school program.

"Extra-curricular course of study" shall designate any course of study not included in the curriculum of the secondary schools of a school district.

"Extra-mural course of study" shall designate any correspondence study course conducted by a center outside of its building or buildings.

"Gifted student" shall designate any student of superior mentality, generally under-age for his school-grade status.

"Intra-mural course of study" shall designate any correspondence study course conducted within a center.

"Itinerant instructor" shall designate any instructor employed to direct the study of correspondence courses pursued after the manner of home study.

"Manuscript" shall designate the test completed by the student for reading and correction.

"Mechanics" shall designate the service required in securing and distributing texts and tests; collecting and mailing manuscripts; receiving and distributing corrected manuscripts; providing general and special reference materials; checking the award of credit; recording and filing registration, lesson materials, manuscripts, and grades; etc.

"Median student" shall designate any student of average mentality irrespective of age-grade status.

"Non-credit course" shall designate any course of study for the completion of which credit may not be awarded.

"Non-service center" shall designate any center within which reading, correcting, and grading of manuscripts is not maintained as a supplement to its directed correspondence study.

"Out-of-school student" shall designate any youth or adult not enrolled in full-time public or private day schools.

"Personal equation," as applied to the award of credit for scholastic achievement, shall designate the recognition of the personal qualities of the student, such as intelligence, attitude, effort, age-grade status, and progressive achievement, as valid factors in the determination of scholastic rating.

"Prerequisite" shall designate any preliminary course of study, the successful completion of which is required before enrolment in a given course of study.

"Progressive achievement" shall designate the successive increase, from term to term, in a student's absolute achievement.

"Qualified classroom instructor" shall designate any instructor assigned to direct or supervise a course of study for which he is not regularly certificated, but who has at some time successfully completed a course or courses of study in the same general field as that to which he is assigned as instructor.

"Qualified correspondence instructor" shall designate any instructor assigned to read and correct correspondence study manuscripts within fields in which he is not regularly certificated to teach, but who is employed by a correspondence study agency for the purpose of rendering correspondence instruction service.

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“Relative achievement” shall designate the absolute achievement of a student in relation to that of another.

“Retarded student” shall designate any student who, irrespective of the course, is over-age for his school-grade status.

“Service center” shall designate any center in which the reading, correcting, and grading of manuscripts is maintained as a supplement to directed correspondence study.

“Slow pupil” shall designate any student of less than average mentality, whose lack of acumen restricts his achievement irrespective of the effort he puts forth.

“Study group” shall designate the class group meeting regularly under the direction of an instructor, or meeting periodically for conference with the supervisor.

“Supervised correspondence study” shall designate the study of a correspondence course without the benefit of the daily direction of an instructor, but supplemented by periodic conferences with a supervisor on the problems confronting a student in such study.

“Supervisor of correspondence study” shall designate that person who attends to the mechanics of correspondence study service and periodically confers with study groups, in the capacity of an instructor, to assist them in the problems confronting them in their work.

“Supervisor of directed correspondence study” shall designate that person charged with the general responsibility of supervising and coordinating the work of several instructors directing or supervising correspondence study.

“Test” shall designate the examination furnished by correspondence agencies, consisting of responses required from students as a regularly recurring check on their progress and achievement.

“Text” shall designate any given lesson or lessons prepared and furnished by correspondence agencies for use by students.

“Unadjusted student” shall designate any procrastinating student irrespective of his age-grade status and his mentality, but whose indifference and lack of industry cause him to fall far below the attainment of which he is capable.

APPENDIX B

LIST OF APPROVED CORRESPONDENCE AGENCIES

The following is a list of approved correspondence study agencies which have been inspected and approved by the National Home Study Council, Washington, D. C., and have submitted the required signed statement agreeing to conform to the minimum standards governing approval of correspondence study agencies (see this bulletin, Section VII, Sub-Section B).

In the following lists of approved courses, the figure in parentheses following certain subjects shows the number of different courses offered in that field by the school indicated.

Adcox Trade School, Portland, Oregon

Courses: Diesel Engine

Air Conditioning Training Corp., 789 Wick Avenue, Youngstown, Ohio

Courses: Household Refrigeration

American College of Music, 1322 Main Street, Kansas City, Missouri

Courses: Piano, Organ, Violin

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American Commerce Institute, N. Dearborn at Elm Street, Chicago, Illinois

Courses: Elementary Accounting

American Correspondence School of Law, 3601 Michigan Avenue, Chicago, Illinois

Courses: General Law

American Extension School of Law, 737 N. Michigan Avenue, Chicago, Illinois

Courses: General Law

American Landscape School, Plymouth Building, Des Moines, Iowa

Courses: Landscape Gardening and Landscape Architecture

American School, Drexel Avenue at 58th Street, Chicago, Illinois

Courses: Accountancy (2); Air Conditioning (2); Architecture (2); Automobile (2); Aviation; Business Management; Civil Engineering (3); Commercial (7); Contracting and Building; Diesel Engines (2); Drafting and Design (4); Electrical Engineering (4); General Law; Heating, Ventilating, and Plumbing; High School Subjects (49); Highway Engineering; Liberal Arts Courses (28); Mechanical Engineering (4); Radio and Television; Refrigeration; Salesmanship; Secretarial; Shop Practice; Shorthand and Typewriting; Steam Engineering; Surveying and Topographical Drafting

American School of Photography, 3601 Michigan Avenue, Chicago, Illinois

Courses: Photography

American Technical Society, 58th Street and Drexel Boulevard, Chicago, Illinois

Courses: Applied Electricity, Auto Mechanics, Practical Business Administration, Diesel Engines

Anderson Diesel School of Los Angeles, 1100 S. Flower Street, Los Angeles, California

Courses: Diesel Engines

Calvert School, Tuscany Road, Baltimore, Maryland

Courses: Kindergarten and Grade School Subjects

Capitol Radio Engineering Institute, 3308 14th Street, N. W., Washington, D. C.

Courses: Radio Engineering

Chicago School of Nursing, 100 E. Ohio Street, Chicago, Illinois

Courses: Practical Nursing

Chicago Technical College, 118 E. 26th Street, Chicago, Illinois

Courses: Architecture (4); Building Construction; Business (3); Chemistry (1); Civil Engineering; Concrete (2); Construction (2); Drafting (18); Electrical Engineering; Mathematics (13); Physics (3); Plan Reading (2); Plumbing; Surveying and Topography (2)

Commercial Extension College, Hillcrest Building, Omaha, Nebraska

Courses: Secretarial, Elementary Business Administration

DeForest Training, Inc., 1109 Armitage Street, Chicago, Illinois

Courses: Radio, Sound, Television

Edison Technical School, East 230 Sprague Avenue, Spokane, Washington

Courses: Radio, Sound, Television

Federal Schools, Inc., 323 Fifth Avenue, S., Minneapolis, Minnesota

Courses: Commercial Art, Illustrating, Cartooning

Hill Business University, Oklahoma City, Oklahoma

Courses: Business, Elementary Accounting, Secretarial

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Inst. of Applied Science, 1920 Sunnyside Avenue, Chicago, Illinois

Courses: Finger Print

International Correspondence Schools, Scranton, Pennsylvania

Courses: Accountancy (8); Advertising (3); Agriculture (13); Air Conditioning (3); Apprentice Training (16); Architecture (9); Art, Commercial (2); Automobiles (3); Aviation (5); Building; Business Management (3); Cartooning; Chemistry (5); Civil Engineering (9); Civil Service (5); Commercial (6); Concrete Engineering (2); Designing (2); Diesel Engines (2); Drafting (5); Electrical Engineering (10); First Year College (6); Gas Engines; Grade School Subjects (9); High School Subjects (41); Illustrating (3); Internal Combustion Engines; Inventing and Patenting (3); Languages (4); Marine Engineering (2); Mechanical Engineering (12); Mining (4); Navigation (3); Pharmacy; Plumbing, Heating and Ventilating (9); Radio and Sound (4); Railroad Courses (19); Refrigeration; Salesmanship (12); Shop Practice (11); Show Card and Sign Lettering (2); Steam and Marine Engineering (7); Structural Engineering (2); Telephone and Telegraph (5); Textiles (16); Traffic (3)

LaSalle Extension University, 41st Street and Michigan Avenue, Chicago, Illinois

Courses: Accountancy (4); Banking and Finance; Business English; Business Management; Commercial Law; Credit and Collection Correspondence; Industrial Management; Law; Modern Foremanship; Modern Business Correspondence; Office Management; Personnel Management; Paper Salesmen's Training; Railway Station Management; Effective Speech; Salesmanship; Stenotypy; Traffic Management

Lewis Hotel Training School, Washington Circle, Washington, D. C.

Courses: Hotel Management; Tea Room Management, Cafeteria Management; Restaurant Management

Lincoln Aeronautical Institute, Lincoln, Nebraska

Courses: Aviation

Lincoln Extension Institute, W. 75th Street at Detroit Avenue, Cleveland, Ohio

Courses: Foremanship and Factory Management

Linguaphone Institute, Rockefeller Center, New York City

Courses: Language—Afrikaans, Bengali, Chinese, Czech, Dutch, Effik, English, Esperanto, French, German, Greek, Hausa, Hindustani, Irish, Italian, Japanese, Latin, Persian, Polish, Russian, Spanish, Swedish, Syriac

Methods Engr. Council, Wood and Franklin Streets, Pittsburgh, Pennsylvania

Courses: Time Study Engineering

Meyer Both Company (Inst. Dept.), Michigan Avenue at 20th Street, Chicago, Illinois

Courses: Advertising, Commercial Art and Illustrating

National Poultry Institute, Adams Center, New York

Courses: Poultry Husbandry

National Radio Inst., 16th and U Streets, N. W., Washington, D. C.

Courses: Radio, Sound, Television

National Salesmen's Training Association, N. Dearborn at Elm, Chicago, Illinois

Courses: Salesmanship

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- Newspaper Institute of America, 1 Park Avenue, New York City
Courses: Feature Writing, Magazine Article Writing, News Writing; Short Story Writing
- New York Inst. of Photography, 10 West 33rd Street, New York City
Courses: Commercial, Portrait, and Motion Picture Photography
- North American Institute, 3601 Michigan Avenue, Chicago, Illinois
Courses: Public Speaking
- Northwestern Radio-Television Institute, 2530 Hennepin Avenue, Minneapolis, Minnesota
Courses: Radio, Sound, Television
- Oxford Institute, 4750 Sheridan Road, Chicago, Illinois
Courses: Elementary Business Administration, Secretarial
- Page Davis School of Advertising, 3601 Michigan Avenue, Chicago, Illinois
Courses: Advertising
- Palmer Institute of Authorship, Hollywood, California
Courses: Short Story Writing; Photoplay and Dialogue Writing; English and Self Expression
- Pergande Institute, 3331 North Bartlett Avenue, Milwaukee, Wisconsin
Courses: Civil Service Coaching
- Perry Business Schools, Brunswick, Georgia
Courses: Elementary Business, Secretarial
- Radio Training Association of America, 4513 Ravenswood Avenue, Chicago, Illinois
Courses: Radio, Sound, Television
- Speechcraft, Inc., North Dearborn at Elm, Chicago, Illinois
Courses: English
- Standard Business Institute, 130 N. Wells Street, Chicago, Illinois
Courses: Secretarial, Elementary Accounting
- Universal Institute, 2821 Independence Avenue, Kansas City, Missouri
Courses: Filing, Credit Management
- Universal Photographers, Inc., 10 W. 33rd Street, New York City
Courses: Journalistic Photography
- University Ext. Conservatory, 1525 E. 53rd Street, Chicago, Illinois
Courses: Accordion, Banjo, Choral Conducting, Clarinet, Composition, Cornet, Guitar, Harmony, History of Music, Mandolin, Organ, Piano, Public School Music, Saxophone, Singing, Violin, Voice
- Utilities Engineering Inst., 404 N. Wells Street, Chicago, Illinois
Courses: Household Refrigeration
- Walton School of Commerce, Michigan Avenue and VanBuren Street, Chicago, Illinois
Courses: Accounting (6); Business Law; Mathematics of Accounting and Finance; Office Procedure and Practice
- Woman's Institute, Scranton, Pennsylvania
Courses: Dressmaking, Foods and Cookery, Millinery, Tea Room Management
- Woodbury College, 1027 Wilshire Boulevard, Los Angeles, California
Courses: Costume Design

APPENDIX C

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